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ABSTRACT

This publication summarizes a state program for youth in substitute care. The report includes a description of county, private agency, and state staff efforts; program expenditures; a description of youth served and how they were helped in the transition from foster care to independent living; and recommendations for the coming year. The central program for youth in substitute care is entitled Support for Emancipation and Living Functionally (SELF)--a State-supervised, county-implemented approach based on the premise that such youth are at significant risk of not making a successful transition to independent living. Program evaluation includes SELF staff assessments and quantitative analysis of program status and outcomes. Some program highlights included training and program development to promote culturally competent service delivery, expanded and enhanced focus in regional programming, and efforts to fill gaps in services. Follow-up surveys indicated many improvements: an increase of 25 percent of youth living on their own who had completed SELF-funded services; the proportion of youth with full-time jobs witnessed an increase from 11 percent to 25 percent; and other improvements. Three appendices provide state data collection and evaluation forms, samples of SELF newsletters, and further information. (RJM)

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TITLE IV-E-IL

Adolescent Living Skills
Final Report: FFY 1994

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December 31, 1994

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THE 1994 MINNESOTA TITLE IV-E-IL PROGRAM

This is a final report on the 1994 Minnesota Title IV-E Independent Living Program which covers program activities from October 1, 1993 through September 30, 1994.

Minnesota Title IV-E-IL funds are dispersed through the Support for Emancipation and Living Functionally (SELF) Program. For purposes of this report, SELF and Title IV-E-IL are synonymous.

TITLE IV-E-IL

Adolescent Living Skills
Final Report: FFY 1994

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Minnesota Department of Human Services
Family and Children's Services Division

December 31, 1994

1994 Minnesota Title IV-E-IL Program

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EXECUTIVE SUMMARY

The purpose of this report is to inform the Administration for Children and Families, and the Region V Administrator, of Minnesota's Title IV-E-IL program activities during FFY 1994. The report includes the following information: 1) a description of county, private agency, and state staff activities; 2) program expenditures; 3) a description of youth served, and how they were helped in the transition from foster care to independent living; and 4) recommendations for the coming year.

Minnesota divides its allocation among three components of a statewide program entitled Support for Emancipation and Living Functionally (SELF). These components include disbursements to counties, grants to private agencies, and payment for state level activities.

SELF is a state-supervised, county-implemented program based on the premise that youth in substitute care are at significant risk of not making a successful transition to independent living as young adults. Program activities address the unique need of these youth to develop both the practical and interpersonal skills necessary to attain critical educational and vocational goals. The advice, guidance, assistance, and support families usually provide youth approaching adulthood are all appropriate SELF activities.

Direct services range from skill building sessions on budgeting to development of interpersonal competence through a variety of learning environments and techniques designed to engage youth. Some youth may learn cooperative work skills such as effective communication and decision-making while on a wilderness camping trip, others learn formal work skills through internships or job shadowing, and some are assisted with direct purchase of household goods.

Indirect services include training for foster parents and group home workers, purchasing resource materials, recruitment of mentors, and other supportive activities. In addition, the state staff provides support and technical assistance to counties and private agencies through an annual statewide conference, regional workshops, and on-site visits.

County social services staff and other youth workers in Minnesota strongly support the flexibility and creative nature of SELF programming. However, in some rural counties high staff turnover and increasing child protection complaints often impede continuity of services. Major obstacles cited by counties that do not participate in the SELF Program are lack of eligible youth and a shortage of staff time.

Significant FFY 1994 program highlights included: trainings and program development to promote culturally competent service delivery, expanded and enhanced focus on regional programming, aggressive pursuit of state and federal funding to expand and enhance services currently offered by the SELF program, and efforts to fill gaps in services.

In 1994, the evaluation of Minnesota's Title IV-E-IL SELF Program included longitudinal follow-up (for public assistance status) of 956 clients served by the program in FFY 1991. Additionally, information was collected, analyzed, and reported on clients who have completed all SELF-funded service and were surveyed at completion of service, after 90 days, and after one year. Among the major findings of the evaluation are the following:

- One-year follow-up surveys of youth who completed SELF-funded service show a 25% increase in the proportion of youth living on their own, an increase from 16% to 25% in the proportion of youth in college or vocational-technical programs, and an increase from 11% to 25% in the proportion of youth with full-time jobs.

- Computer system 1994 follow-up of youth served with SELF funds during 1991 shows that 33 months after receiving service, 91% of those male youth, and 65% of the female youth were not receiving General Assistance, AFDC, or Food Stamp public assistance.

- The quality of SELF-funded service to youth was rated "excellent" by nearly 48% of those served, "very good" by 34%, and "okay" by an additional 13%. Comments included: "*I can never tell you how much this program has meant to me*"; and "*It helped me buy tools to become a mechanic. Without that money, I could never have been able to buy them for myself.*" The very positive client ratings of the SELF Program continued and were evident on the 90-day and one-year follow-up surveys.

New Initiatives and Program Highlights:

- Two new private-agency regional programs were funded, both of which make services available to multiple rural counties. The SELF Program also expanded two additional regional programs to serve more youth.

- Six mini-grants (up to $5,000 each) were awarded to private agencies statewide to provide culturally specific services to American Indian youth.

- Transitional Services staff developed a legislative proposal for state funding to support an urban emergency shelter, transitional housing options in both metropolitan and rural areas, and accompanying support services for homeless youth and youth exiting the substitute care system.

- In response to a recommendation made by many counties, Title IV-E-IL funds are awarded to county social service agencies based on the calendar year, instead of the federal fiscal year.

- State SELF staff refined forms to streamline data collection and reporting processes for counties and private agencies who serve Title IV-E-IL eligible youth.

- State SELF staff sponsored the attendance of ten youth and three adults at the National Youth Leadership Development Conference in Estes Park, Colorado, September 8-11, 1994.

- Educational Opportunity Funds were made available to counties to provide a distinctive educational opportunity for individual IV-E-IL eligible youth to help prepare them for a self-sufficient adulthood. Requests for 70 youth and three adult chaperons were approved, totaling $103,900.

- Supplemental Allocations were awarded to counties to expand direct independent living skills services for IV-E-IL eligible youth. Requests from 16 counties were approved, totaling $76,709.

- State SELF staff worked to establish a focus on integrating cultural diversity into all training sessions and SELF-funded services.

- Two SELF Program interns conducted in-depth interviews and surveys of nineteen youth who completed Title-IV-E-IL service. The interns recorded, transcribed, analyzed, and reported those interviews. The results also were presented at Minnesota's 1994 annual SELF conference

- State SELF staff developed a promotional brochure for the SELF program, for use by county and local agencies.

FOREWORD

Description of Minnesota Youth in Substitute Care

During 1994, Minnesota had in substitute care 4,819 children age 16 and older who were not children with developmental disabilities.

Need for Life Skills Programs

The Minnesota Department of Human Services recognizes that older adolescents in substitute care require special assistance to make the successful transition to adulthood and independent living. During the last decade, permanency planning has been the focus for children in substitute care, both nationally and in Minnesota. Despite this change in social work practice and philosophy, many adolescents continue to experience multiple placements or reside in long term substitute care. These youth often lack family assistance, including information and advice on education and job opportunities, housing, health and other consumer information, and monetary assistance for major purchases such as household furnishings. They require active, ongoing guidance and training from foster parents and social workers to become self sufficient. In Minnesota, life skills training is viewed as a preventive effort that reduces the risk that adolescents who leave substitute care will become homeless or system-dependent adults.

Minnesota Approach

Since the first year of Title IV-E-IL funding to Minnesota, the commitment has been to make funds and services available to youth in every part of the state. Participation in the SELF Program is voluntary and all counties have the opportunity to receive funds. State SELF staff provide training and technical assistance statewide, and fund grants to various private agencies that accept referrals of youth in rural, suburban, and urban Minnesota, depending on their location and program design. Counties are encouraged to use funds creatively and flexibly to complement or close gaps in existing youth services. Reporting and data collection procedures are streamlined whenever possible, with priority given to county and community involvement in shaping the SELF program.

A key goal for the Minnesota SELF program is to make development of an independent living plan a standard part of social service planning for every older adolescent in substitute care. To achieve this goal, the state SELF staff stress the importance of preparing for independence by using newsletters, a handbook, and training activities. Training activities are for county and private agency staff. They include sessions on developing assessment skills, motivating and enlisting youth, and cultural competency.

When teaching life skills for older adolescents, state SELF staff strongly encourage the integration of two approaches: 1) group work, and 2) experiential education. Group work has been effectively used since the 1987 pilot phase of Minnesota's Title IV-E-IL program, and a manual written as part of this project continues to provide a statewide model for program delivery.

Interpersonal skills are learned by youth in a group even when the activity focuses on practical applications. The group is an excellent vehicle for the development of self esteem and peer support. It also is an excellent milieu for experiential exercises. Experiential education, or learning by doing, greatly increases the impact of life skills training by more effectively engaging youth and increasing retention of information. Active learning eases discussion. Youth who have experienced school failure, or who do not respond well to passive teaching methods, readily accept active learning.

Title IV-E-IL Administrative Structure in Minnesota

Minnesota's Title IV-E-IL allocation funds three distinct components that comprise the SELF Program: 1) county social service activities; 2) private agency programs; and 3) state administrative staff.

SECTION I.

DESCRIPTION OF ACTIVITIES AND SERVICES

Section I. DESCRIPTION OF ACTIVITIES AND SERVICES

Minnesota's Support for Emancipation and Living Functionally (SELF) Program

SELF Program services are made available through two major sources: 1) activities funded by allocations to county social service agencies, and 2) specialized programs funded by grants to private agencies. Support and technical assistance for both components are provided by the state administrative staff.

Every six months counties submit a report to the Minnesota Department of Human Services containing client specific data on all youth placed in substitute care. The most recent data available are from 1993. From this data base, state staff extracted the number of youth ages 16 to 21. The demographics of this sample of IV-E-IL eligible youth are described in a later section of this report. SELF staff also used those figures to determine 1995 county allocations.

The Minnesota SELF Program has experienced a steady increase in the number of participating counties, from 72 in FFY 1988 to 84 of the total 87 in FFY 1994.

Besides county allocations, 15 specialized programs were provided. State SELF staff developed two new projects in FFY 1994. These projects provide living skills training and employment programs to multiple rural counties. Six mini-grants (up to $5,000 each) were provided to private agencies statewide to provide culturally specific life skills training to American Indian youth. Seven other specialized programs continued services developed in previous years. Continuation programs included group work with youth, foster parent training, and camping and retreat experiences.

Detailed information about county activities, specialized agency programs, state staff structure and activities is included in the following discussions:

A. COUNTY ACTIVITIES

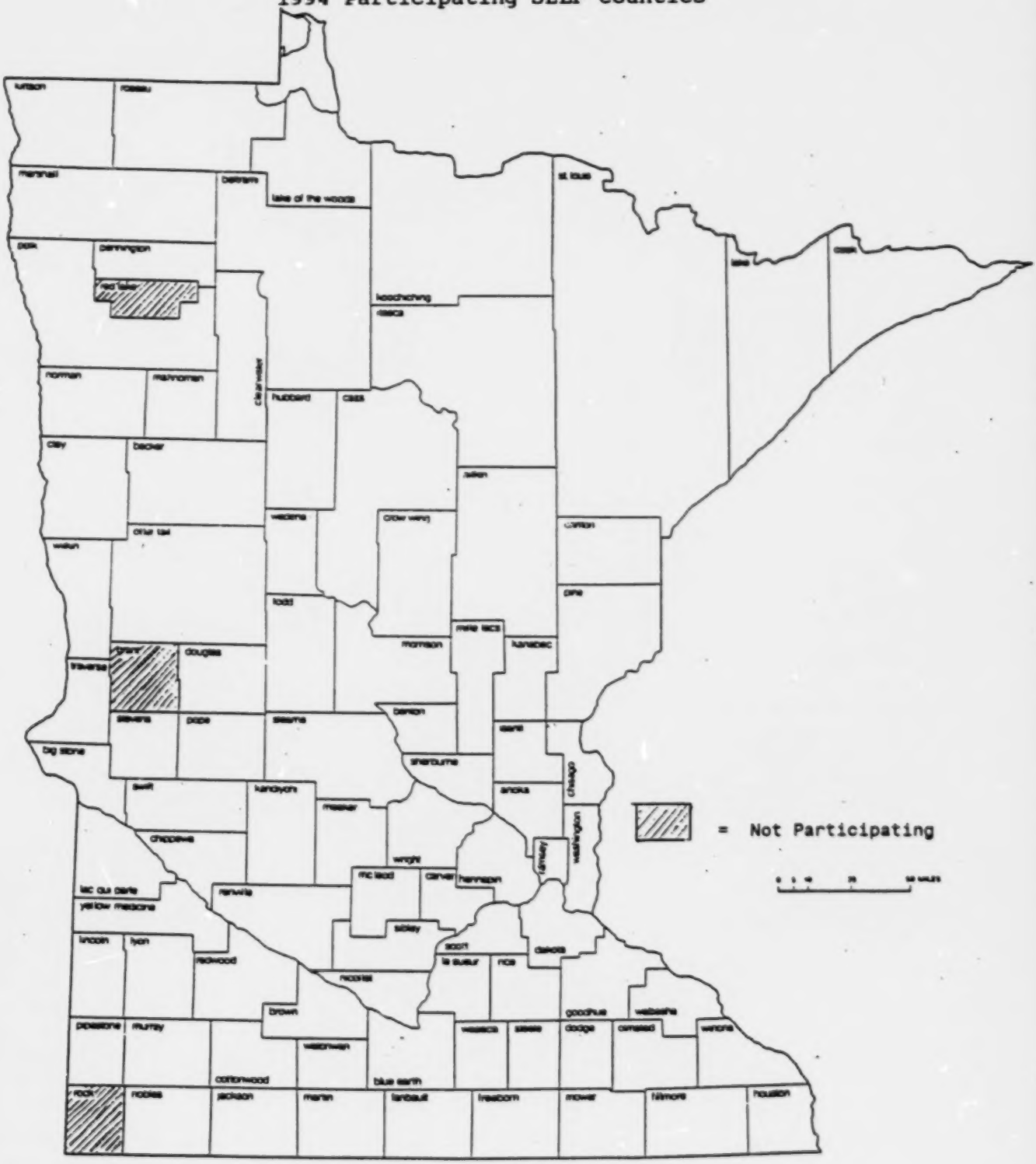
1. Identification, Assessment and Planning

The SELF program provides county social service agencies with funds to help eligible clients prepare for independence. Counties must identify eligible SELF clients and conduct an individual needs assessment of each youth served. A life skills training plan, based on the assessment, is developed in cooperation with each youth. Counties must submit plans for direct or indirect use of SELF funds to state staff for approval to ensure appropriate use of funds.

FFY 1994 county SELF activities for youth included:

- Assistance with budgeting, locating and maintaining housing, and access to health care
- Job training and placement programs
- Career counseling, planning, and vocational training
- Preparation for the General Equivalency Diploma (G.E.D.) or other tests necessary for admission to institutions of higher education (i.e., ACT, SAT, or PSAT)
- Independent living skills training groups
- Groups to improve social skills and increase self-esteem
- Training and experience in decision-making and goal setting
- Adult mentors
- Independent living skills training at youth retreats, workshops, and conferences

1994 Participating SELF Counties



2. **Use of Community Programs and Resources**

County social workers identify and use many community resources to help youth develop independent living skills. Examples of resources include:

- Job opportunities through summer youth employment programs
- Drivers' education instruction through local schools
- Independent living skills training provided by Project Solo, an agency specializing in services to older adolescents in South Minneapolis
- Career assessment programs at local technical colleges
- Family planning services for individual SELF clients and group training events provided by Planned Parenthood of Minnesota
- Training videos and curricula available through the state SELF library
- Individual living skills training provided by county family service aides
- Wilderness camping scholarships through Voyageur Outward Bound and YMCA Camps Widjiwagan and Menogyn
- High ropes courses offered by YMCA Camp Iduhapi and Voyageur Outward Bound
- Life skills courses offered through alternative schools
- Individual and group training provided by group home and private agency staff
- Group training events presented by community experts
- Tours and orientations for prospective students at post-secondary institutions
- Staffing assistance through college and university internship programs
- Meeting rooms space provided at no cost by churches, libraries, and senior centers
- Transportation for group training sessions and retreats provided by volunteer drivers
- Free haircuts and styling provided by local salons

3. **Organization and Cooperation**

Because counties vary greatly in the number of eligible youth, staff, and resources, a concerted effort was made to improve services through cooperation and coordination.

Social workers developed interagency information and referral networks to simplify program and resource sharing. Service plans were developed that allowed counties to contract and form cooperatives to provide joint training for youth, foster parents, and staff. Some counties with large adolescent caseloads shifted staff to concentrate on the delivery of life skills training. Other counties used matching funds to cover the cost of including non-eligible adolescents in training programs.

County staff also made presentations to educate and enlist community support for youth preparing to live on their own. This sometimes led to jobs and mentors for adolescents. Staff recruited community resource people, including insurance agents, bankers, car dealers, Planned Parenthood staff, attorneys, county extension agents, foster parents, and former foster children, to teach life skills to individuals and groups.

4. **Use of Part-time Staff to Implement the SELF Program**

Part of the county SELF allocation was used to hire part-time coordinator/trainers in eleven counties. Two additional counties employed a full-time, year-round coordinator. Coordinators included professional social workers, and individuals with youth work experience in group homes, crisis shelters, alternative schools and residential treatment facilities.

Student interns supported the work of SELF Coordinators in several counties. County SELF coordinators use group work as the preferred method of life skills training.

5. **Using Group Work to Teach Independent Living Skills**

Group work continues to be the most common method of providing living skills training to youth in Minnesota. Counties used SELF coordinators and social workers already on staff to conduct training groups or purchased group work services from private agencies.

Groups are a practical, efficient way to work with adolescents who need independent living skills and offer an excellent setting for experiential learning techniques. A skilled group facilitator can create a group where members learn to listen, respond to others, develop friendships, share feelings, cooperate, make decisions, resolve conflicts, increase self awareness, and simply have fun.

During FFY 1994 nineteen agencies (counties and grantee) used groups to provide independent living skills training for youth. Listed below are examples of successful approaches:

a. One county conducted its living skills group at the YMCA, offering a free three-month YMCA membership to each youth joining the group. A youth worker hired by the county and a college intern co-facilitated the group.

b. Thirteen agencies built challenge, excitement and high impact into their living skills groups by participating in one or more of the following: group initiatives course; high ropes course; martial arts instruction; sweat lodges; camping trip; and wilderness canoe trips.

c. A grantee, who conducted groups in four rural counties during FFY 1994, engaged the University of Minnesota, Duluth, to conduct an adventure challenge on Lake Superior. The one day event included both sea-kayaking and rock climbing. The adventure day, conducted about a month after the independent living weekly training groups started, created group cohesion and great enthusiasm.

d. One county conducted its living skills group at a local alternative school. An alternative school teacher and the school psychologist co-facilitated the group, which ended with a canoe trip to the Boundary Waters Canoe Area of northern Minnesota.

e. Three regional grantee agencies continued to develop mentor programs and community service projects for youth. In some cases young adults who graduated from the grantee programs in years past were recruited to mentor currently participating youth. Community service projects included environmental clean-up, volunteer work at nursing homes and youth centers. A YMCA and an Indian Reservation Social Services office, trained and employed youth as junior counselors at summer day camps for younger children. One grantee agency received a Certificate of Commendation from the Governor in recognition of its outstanding community service work.

6. **Individualized Services**

Program staff individualized much of the work with Minnesota youth. They did this through working relationships with social workers, foster parents, mentors, group home staff, or county agency paraprofessionals. Many rural counties cannot use group work as a training method because they have few eligible youth. Rural counties often place teenagers outside their geographic service area when they do not have a group home facility or adequate numbers of foster homes. In these cases, individual plans are arranged with foster parents or group home staff. Finally, many youth have very specific unique needs, which are best met individually.

7. **County Response to the SELF Program**

Workers and directors in participating counties positively support the Minnesota SELF program. At the annual SELF conference, workers expressed approval of program administration and procedures, specifically citing flexibility, preventive nature of the program, availability of state staff, simple reporting procedures, and the quality of training events. Listed below are condensed statements based on annual county reports:

"SELF continues to be a great benefit to qualifying teens in [our] county. I am leaning new ways to make use of SELF monies to help my clients participate in growth activities. I find the SELF Program, unlike other programs, to be available to adolescents when they need the program. That the age begins at 16 not 17 or 18 is impressive."

"The county group has had tremendous impact. Not only do the youth experience new events and learn new skills, but they develop positive relationships with adults and share similar background experiences. . . . the group monitors behavior on its own."

"The SELF Program continues to be one of the most innovative, creative, exciting programs available for youth. You have done a great job of keeping it that way."

"The SELF Program has been highly successful . . . The adolescents in out-of-home placements have had an opportunity to connect with one another in group, and it has helped them process feelings and bring out issues in therapy by knowing they are not the only person in the world with a type of problem."

"It has been one of the easier programs to administrate and truly the paperwork is least cumbersome. . . . keep it simple."

"Most of the teens have been extremely grateful to receive services."

"The educational and supplemental grants were a great addition to the SELF Program."

"I like everything about the program except that I wish the age that we can serve youth be lowered to 14 or be more flexible."

8. Difficulties Encountered at the County Level

Many of the difficulties listed in the annual county reports were specific to individual counties. The following difficulties were mentioned by several different counties:

- Shortage of staff time and lack of community resources.
- Incompatibility of the federal fiscal year budgeting with the county fiscal year.
- Unmotivated, resistant youth, often with problems of increasing severity compared to past year.

B. PRIVATE AGENCY ACTIVITIES

The state administers grants to private, non-profit agencies to develop innovative programs accessible to county social service agencies. During FFY 1994, there were nine such organizations. They provided services tailored to the specific needs of SELF clients, foster families, and county staff. They did this either by developing a new model or by modifying existing services. Grantees are varied intentionally in agency size, service specialty, geographic location, and type of program offered. County social services staff refer clients to grantee programs, or clients may approach the programs directly.

State SELF staff set a high priority on promoting the development and implementation of specialized program activities. Programs evolving from the grant-making process are critical to meeting the goal of reaching all SELF-eligible youth. Staff made a special effort to serve the American Indian youth of the state during FFY 1994.

AMERICAN INDIAN YOUTH MINI-GRANTS

In April 1994, the SELF Program awarded "mini-grants" to six agencies to target culturally appropriate services to American Indian adolescents. These "mini-grants" were made available to tribal social service agencies, urban Indian agencies, and private non-profit agencies serving American Indian older adolescents. Awards ranged from $500 to $5,000. The targeted population has been under-served as they tend to live on reservations and in sparsely populated areas. The mini-grants were funded from May 1994 to September 1994.

1. Minneapolis Youth Diversion Project, Minneapolis, MN

This project invited Community Elders to speak at weekly meetings to educate and motivate American Indian youth. Youth are encouraged to contact the elders for help and advice as they transition into adulthood. Youth attended a monthly sweat lodge and celebration feast to discover their spiritual, physical, and mental selves, and to celebrate the accomplishments of other program participants. Fifteen youth attended the "Anishinabe Way Youth Conference" on alcohol and drug prevention in June. Others attended Pow-wows in August and September.

2. Oshkibug (New Leaf), The City, Inc., Minneapolis, MN

Together with Oshkibug, a chemical dependency prevention program at The City, Inc., youth participated in traditional healing ceremonies and Pow-wows and received instruction on

cultural traditions. Youth attended four Pow-wows, joined in the dance and drum festivities, camped out with their communities and helped in the clean-up of camp and dance grounds. Sweatlodge ceremonies took place at Wilder Forest, and youth attended healing ceremonies at Wilder Forest and Fort Francis.

3. **Upper Midwest American Indian Center, Minneapolis, MN**

The Center offered a summer program five days a week from 9:00 a.m. to 4:00 p.m. Sixteen youth enrolled in it. As a part of the program, youth participated in a five-week American Indian Video Arts Program, cultural enrichment, and a one-week wilderness camping trip to the Boundary Waters. In the video class, through which participants received academic credit toward graduation, each youth created a video on a topic of his or her own choice. Sixteen youth went on a field trip to Duluth and the surrounding Indian community. This trip was for learning about American Indian self-determination, education, history, contemporary American Indian life, the environment, and post-secondary educational opportunities. It also was for learning how the media plays a major role in the community and in their lives. After the academic program, 14 youth went on a wilderness camping trip to the Boundary Waters. The adolescents learned how to get along with each other and how to survive.

4. **White Earth Reservation Tribal Council**

A series of workshops was conducted for youth which addressed such topics as: living within a limited budget, cultural identity and the importance of elders/respect, basic parenting and positive role models, how to live an alcohol and drug free life, educational goals after high school, and teen-age parenting. Seven youth attended the 9th Annual Minnesota Indian Family Awareness Conference in Nisswa in early September. The project assigned a mentor to each youth. Each mentor was employed in a field the youth is interested in pursuing. In addition, White Earth is continuing to build a resource library of materials that address independent living skills.

5. **Youth In Natural Resources, Anishinabe Opportunities Industrialization Center, Onamia, MN**

This project was undertaken in collaboration with Brainerd/Staples Technical College, Youth Conservation Corps, Private Industry Council and the Minnesota Departments of Natural Resources and Human Services. The program combines work experience with education and training in transitional living skills. Following a week of training, eleven Indian youth completed projects for the Department of Natural Resources, the Mille Lacs Band, the Mille Lacs County, and the Brainerd Arboretum. Youth helped to construct trails and bridges, clean roads, plant trees, paint buildings, and control erosion. Participating youth learned to work as a team, while building both interpersonal and employment skills.

6. **Fond du Lac Reservation Human Services, Cloquet, MN**

This project gave youth an opportunity to develop decision-making and leadership skills through a variety of work experiences, including service in the elderly complex and the Objibway School. Each youth was assigned an adult mentor for guidance throughout the employment experience. Educational components such as GED preparation, tutoring,

and tuition for youth leadership classes were also available to participating youth. In addition, five youth attended an American Indian Youth Camp and displayed initiative and excellent leadership skills.

PROGRAM GRANTS

During FFY 1994, nine private non-profit agencies received funding from the state SELF Program to provide special service programs accessible to county social service agencies.

Urban Programming

A survey of urban social workers was conducted in FFY 1992. The survey identified service gaps for youth about to leave foster care. The greatest needs were programs for youth of color, and opportunities for career development and employment. Although SELF grant programs serve youth of color, there were no services tailored specifically to their needs. Career development and employment programs serving youth have been difficult to do, and work experience opportunities are limited in number. The SELF Program responded by making funds available for a second year for the following programs:

1. Malcolm X Program - Northside Residents Redevelopment Council, Minneapolis, MN

Northside Residents Redevelopment Council developed the Malcolm X Program. They did this using the Afrocentric Rites of Passage mentoring model. They tapped an invaluable existing resource -- African American adult male volunteers who already were active in community drug and crime prevention efforts. The program is designed to prepare African American males for the transition to adulthood. This is done through role-modeling by mentors of the same race and sex, and mastery of critical life skills. In a cooperative effort with Hennepin and Ramsey Counties, the Malcolm X Program accepts youth referrals from a variety of placement settings and independent living situations. Besides the county connection, outreach efforts are made to probation and correction offices, residential programs, shelters, other social service agencies, and community groups.

Specific activities include assessments and planning, mentoring, life skills training, career and employment preparation, community service, and retreats. Life skills training is based on an understanding of the Nguzo Saba Black value system, history, economics, politics, family responsibility, spirituality, and ethics. The program exposes young men to a variety of African and African American cultural events. They attend Kiapo martial arts training and study African languages. Mentors attend retreats, meet individually with youth at least twice each week, and help youth secure employment and achieve personal goals.

Achievements are formally recognized by staff and mentors, and participants actively participate in planning a Rites of Passage ceremony to mark completion of the program and transition to adulthood.

During its second contract year, the Malcolm X Program created a standardized curriculum for its Substance Abuse/Violent Behavior Awareness workshops, and worked intensively with 34 young men. Staff intend to begin training young participants to guide these workshops in the future. In addition, members of the program have been meeting to discuss a collaboration of musical talents. This is to form an alliance that will address "gangsta rap" music and other forms of negative media.

2. Too Legit...To Quit - New Beginning Center, St. Paul, MN

New Beginning Center began ministering to the basic survival needs of the Summit-University area of St. Paul in 1972. The organization's primary emphasis has been to "develop self esteem in the whole person, enabling them to become more productive members of the community." The Too Legit...To Quit Program extends the agency's mission to include African American youth in the community who find little hope and few opportunities in their daily life. Together with Ramsey County Community Services, the Too Legit...To Quit Program reaches out to youth with a history of substitute care placement. The program improves long term employment opportunities for African American youth by developing pre-employment skills, work maturity skills, matching interest and aptitudes to work experiences, and supporting youth. The program supports youth through group work, involvement with African American entrepreneurs, and contacts with other community members.

Services include vocational assessments completed by an African American psychologist, individual planning and case management, career exploration, life skills training, and work experiences. Each youth meets with the psychologist to complete tests and discuss the results. Project staff incorporate these results into a case plan and work with youth to identify appropriate work experiences. These may include job shadowing, internships, and employment. Other support services include monthly group meetings, a career club, and seminars on occupational requirements, business development, and entrepreneurship. Youth who complete the program are recognized at a closing ceremony and awards dinner.

During its second contract year, the Too Legit...To Quit Program served 15 different youth.

Regional Programming

The barriers most often cited by counties providing service for older adolescents in Greater Minnesota are high staff turnover, staff shortages, and transportation. Rural counties appear to face the greatest difficulty. This is because often they have few youth eligible for SELF related services, and those placements are scattered. The model selected to alleviate those barriers involved regional service delivery through one provider who could tailor programming to adapt to the specialized needs of adolescents across a large geographic area.

1. FREE AT LAST, Arrowhead Economic Opportunity Agency, Inc., Virginia, MN

Arrowhead Economic Opportunity Agency (AEOA) Free at Last Program is a regional independent living skills program for Title IV-E-IL eligible youth serving a four-county area.

Services include assessment, living skills groups, wilderness challenge, employment and educational resources, and mentoring. Living skills groups meet weekly for 18 weeks in four different locations in the region. The program served 62 young adults each week for two hours. Group training is experiential in nature and includes a kick-off event, field trips, and practical, hands-on living skills training. Many Wilderness Challenge activities were offered. These gave youth the opportunity to sea kayak, whitewater raft, ski, hike, swim, water ski, and rock climb. Employment and educational opportunities are made available to youth through AEOA's Summer Youth Employment Program, Minnesota Youth Program, Vocational Evaluation, Adult Basic Education, and Job Start. Mentors meet with interested youth weekly for up to 20 weeks to provide support, role modeling, and tutoring as needed. The program currently has a total of 25 mentor relationships in all the four counties served.

Two youth from Lake and Itasca Counties were chosen to represent Minnesota at the National Youth Leadership Conference in Chevy Chase, Maryland. The Free at Last Program received a certificate of commendation in recognition of its outstanding community service from Arne H. Carlson, Governor of Minnesota.

Free at Last served 91 unduplicated youth this contract year.

2. LINK Program, Rochester Area Family Y, Rochester, MN

LINK is a regional independent living skills program which serves Title IV-E-IL eligible youth in four counties of southwestern Minnesota. The LINK program accepts referrals from other counties as space is available. Priority is given to youth no longer in substitute care who are living in conditions which put them at risk for homelessness, exploitation, and/or illegal activity.

Services include assessment, planning, active and experiential life skills training, and individualized living skills training. The LINK Program has direct street outreach to homeless youth. The living skills groups meet weekly for about six months. The program uses peer mentors/peer group facilitators to develop group leadership. LINK has two weekly groups. There is one "committed" group, and a second "walk-in" group. The "committed" group has a fixed membership each six months. Membership of the "walk-in" group varies from week to week. They have had up to twenty youth attend this group in an evening. Each group goes on at least one weekend retreat during the six month period. Retreats are offered to the youth to provide opportunities for building group cohesion, self confidence, and practical application of independent living skills. Staff make one-on-one living skills training available to youth unable to participate in a group experience. They also do this to help group members move out on their own. Each participant in the program receives a free membership to the Rochester Area Family "Y" which allows them to use the recreational facilities.

More than half the youth served in the LINK Program already are living independently. About one-fourth of the youth are either pregnant or parenting. Almost half the youth self-refer to the groups. The LINK Program has served 47 different youth in the second contract year.

3. SAIL Program - Catholic Charities of the Diocese of St. Cloud, St. Cloud, MN

Catholic Charities developed the Support and Advocacy for Independent Living (SAIL) Regional Living Skills Program after consulting and gaining support from county social service providers in a seven-county area of central Minnesota. The region included moderately populated semi-suburban areas and sparsely populated rural farming areas. During a six-month pilot phase in FFY 1991, the program served 16 youth and provided groups at two locations within the region. In the past year, the SAIL Program has expanded to serving youth in a nine-county area.

The SAIL program places a great deal of emphasis on: 1) extended assessment to find out topics and difficulty of the material covered in groups; and 2) using active, experiential learning techniques. Services also include case planning, weekly life skills groups, follow up groups, and retreat activities. SAIL designs these activities to build group cohesion and reinforce independent living skills. Individual assistance is also available to youth. Life skills groups cover "hands on" skills such as housing, employment, and budgeting. They also cover interpersonal skills such as assertiveness and problem solving. A recreational therapist helps plan and carry out youth retreats. SAIL conducts groups at three different regional locations. The program arranges individual assistance as needed by youth. Each group meets for six months. Youth may choose to attend the group program component through more than one cycle. Additional youth may be served through the retreats, since group membership is not a requirement for attendance at the retreats.

In FFY 1993, the program began offering transitional support services for youth moving into independent living situations. Services included assistance with locating apartments, negotiating leases, and developing a training and employment plan. Other activities included individual life skills training, weekly visits to apartments, and a monthly support group. Funds will be available for apartment set-up and emergencies.

Ten members of the program graduated successfully on July 12, 1994. SAIL started a new group in Anoka County on June 28, 1994. This group currently has 15 participating youth. The SAIL Program served 46 (unduplicated) adolescents this year.

4. SEARCH Program - Lutheran Social Services/Southwest, Willmar, MN

The SEARCH Program resulted from a natural expansion of independent living skills training offered to youth in one south central Minnesota county. With the support and coordination of Lutheran Social Services/Southwest office, group training was made available to SELF eligible adolescents who resided anywhere in eight south central counties. The area includes a large regional treatment facility, several group residences, and large sparsely populated rural areas. Emphasis was placed on designing services to meet the needs of all referred adolescents.

Services include assessment, planning, group and individual life skills training, career and employment exploration, retreats, and follow-up support. Life skills topics are based on client assessments and tailored to group needs. Topics included transportation, budgeting, goal setting, education and careers, employment, housing, communication, relationships, comparison shopping, and self esteem. Individual assistance is provided through vocational assessments, assistance with financial aid forms, money management, transportation, and through information and referral. Retreats focus on team building, relationships, and social skills. A follow-up group is designed to explore special interest issues identified by participants. Youth may choose to attend the group program component through more than one cycle.

Youth received referrals to the Private Industry Council, Earn While You Learn Summer Youth Pretechnical Program, and Youth Activity Funds. Three youth received Educational Opportunity Funds through the SELF supplemental funds, and one youth was selected to represent Minnesota at the National Youth Leadership Conference in Chevy Chase, Maryland.

During FFY 1994, the SEARCH program provided service to 54 (unduplicated) adolescents in the region.

5. Oh No! 18 Program - Bethany Crisis Shelter, Duluth, MN

Bethany Crisis Shelter has a 16-year history of providing emergency housing for St. Louis County adolescents experiencing a personal and/or family crisis. The experience of shelter staff has been that many system-dependent youth become system-dependent adults. In an initial needs assessment, this organization stated, " . . . we have had to literally send kids out the door on their eighteenth birthday with the clothes on their back, no job, no apartment, knowing that they are likely to end up in jail, pregnant, on AFDC, in a state hospital or dead." Many of these adolescents have been in numerous foster homes and have little or no family ties. They experience high anxiety levels, feelings of desertion, and believe they have few options.

During the past six years, Oh No, 18! offered a means of intervening in the lives of northern Minnesota adolescents before they become system dependent adults. Their independent living skills groups promote self esteem. The groups also help adolescents develop life and social skills, provide community and peer support network, and guide employment and educational choices.

Services include assessment, planning, basic and advanced life skills groups, and retreats. Basic life skills groups cover topics including employment, nutrition, communication, transportation, housing, relationships, cultural diversity, finances, and goal setting. Youth who complete a 15-week basic life skills group have the opportunity to continue meeting weekly in a 20-week follow-up group where issues identified by participants are explored in greater depth. In addition, the program offered weekend retreats and other group building activities, such as canoeing and wall climbing. The youth were also involved in community volunteer projects at local youth and health centers.

In FFY 1993, the program began offering a mentoring component. Program staff recruit and train volunteer mentors who meet weekly with individual youth. Mentors act as positive role models to help youth achieve personal goals.

During this contract year, the Oh No! 18 program served 78 youth through four basic life skills groups and two advanced groups conducted in one urban and two rural locations.

6. Regional Independent Living Skills Program - Evergreen House, Bemidji, MN

The mission of the Evergreen House, a nonprofit, community-based organization, is to support, advocate for, and strengthen youth and their families in northern Minnesota. In 1991, The organization noted a rapid increase of older adolescents who have been in substitute care after the age of 16. The agency began to address the needs of older adolescents who are without familial support and lacking the skills to make a successful transition to adulthood. Evergreen identified housing and employment as the most critical needs of older adolescents living in this region. The agency, together with the four counties served and employment and educational agencies, sought to provide comprehensive services to SELF eligible adolescents by expanding their Transitional Living Skills Program to include an Employment and Training component.

Throughout the year, the regional SELF program worked collaboratively with SELF programs from Beltrami, Cass, and Koochiching Counties. The program included an "Icebreaker" winter camping retreat, jobs and training workshops, jobs and training retreats, an Indian resource awareness trip and a wilderness adventure. These activities focused on team building, job interviewing skills, resume creation, goal evaluation, cultural awareness, and personal responsibility. Several youth received educational employment opportunities through securing SELF grant funding. These positions are provided youth with invaluable job skills training.

The Employment and Training component of the Regional Independent Living Skills Program served 36 different youth in the first seven months of the program.

7. On My Own - Lutheran Social Services, Mankato, MN

The initiation of the On My Own Program was an effort to expand independent living skills training throughout South Central Minnesota. Through the support and coordination of Lutheran Social Services/Mankato, services were made available to SELF eligible youth who resided in five south central counties. Emphasis was placed on combining services in all five counties, including LSS staff resources and programs, educational opportunities, and medical resources.

Services include assessment, life skills training, retreats and career development. Life skills trainings are offered in three separate 12-week sessions. Topics include career development, budgeting, housing, legal issues, daily living skills, choosing roommates, alcohol/drugs, consumer skills, transportation, education, job seeking, interpersonal skills, community resources, recreation, and health care. Retreats provide time to develop and practice independent living skills and develop group cohesion.

The On My Own Program served 24 different youth in the first seven months of the program.

C. STATE ACTIVITIES

1. State Structure

Human services in Minnesota are state-supervised and county-administered. The Minnesota Title IV-E-IL program (SELF) is in the Department of Human Services, Family and Children's Services Division, Transitional Services Unit. The Family and Children's Services Division Director reports to the Assistant Commissioner, Children's Initiative, who reports to the Deputy Commissioner of Human Services.

The Transitional Services Supervisor, who reports to the Division Director, provides direction for the SELF Program staff through regular conferences and planning sessions with the SELF Program Advisor and the SELF Program Evaluation Coordinator.

2. Administration, Support and Technical Assistance

It is the responsibility of the SELF Program Advisor to develop and administer the Minnesota Title IV-E-IL program. Federal grant money is allocated to counties through the Department of Human Services. State SELF staff compute county allocations by a formula based on a sample of eligible youth and the number of youth served in each county. Consultation is provided to county and private agency staff through state and regional training events, specialized workshops, site visits, and frequent phone contacts. The SELF Program Advisor prepares a bi-monthly newsletter and provides support to a network of state, county, and private agencies working with adolescents.

State staff issue an annual instructional bulletin to counties. This bulletin outlines the criteria and procedures to request funds and receive approval to expend allocations. State staff also conduct county surveys to obtain demographic information on eligible youth and youth served, to plan training activities and provide technical assistance.

3. The SELF Program Advisory Committee

The SELF Advisory Committee is composed of 14 members, including representatives from county social services and private agencies, communities of color, and state SELF staff. The committee met quarterly during FFY 1994 to provide ideas, reactions, and advice to the state staff on October 7, 1993, January 13, April 13, and July 13, 1994.

Program development is based on information gathered from contact with private social service agencies and the SELF Program Advisory Committee.

Although the Advisory Committee does not have governance authority, state SELF staff review their recommendations when they make program plans and decisions. Advisory Committee opinions were solicited to initiate new grantee programs, and their advice was sought on ideas to change the allocation formula used to distribute SELF funds to counties. The committee structure allows for group discussion of program procedures, policies, and practices. This process is useful to state staff and offers committee members a greater sense of ownership in the SELF program.

FFY 1994 agenda items included:

- Development of new Requests for Proposals
- Annual SELF conference planning
- Training plans: one-day workshops during 1994
- Special funds: scholarships for individuals; supplemental allocations for counties; mini-grants for American Indian youth
- Grant program plans: Continued expansion of regional programs
- Youth Corps/Youth Works grant application development
- Participation of youth in National Youth Leadership Development Conference
- Legislative initiative for transitional housing and support services

State staff have planned quarterly Advisory Committee meetings for FFY 1995.

4. **SELF Staff Work Plan:**

1) FALL QUARTER	2) WINTER QUARTER
Provide technical assistance to counties and grantees Prepare Final Report Convene SELF Program Advisory Committee Plan annual SELF conference Develop annual training plan Prepare and announce county allocations Receive and review county requests for allocations Complete preparations and conduct statewide Annual SELF Conference Process year-end reports from grantees	Provide technical assistance to counties and grantees Process year-end reports from counties Plan budget Assess county technical assistance needs Review and process requests for Supplemental Allocations and Educational Opportunity Funds Prepare and conduct training for County and grantee SELF Coordinators Prepare annual application for IV-E-IL funds Convene SELF Program Advisory Committee Publish RFP for specialized programs to serve American Indian youth
3) SPRING QUARTER	**4) SUMMER QUARTER**
Provide technical assistance to counties and grantees Review and process requests for Supplemental Allocations and Educational Opportunity Funds Conduct on-site program visits for consultation and evaluation Prepare and conduct training for county and grantee SELF Coordinators Collect demographic data on eligible youth Review private agency grant proposals and negotiate contracts Convene SELF Program Advisory Committee	Provide technical assistance to counties and grantees Conduct on-site program visits for consultation and evaluation Review and process requests for Supplemental Allocations and Educational Opportunity Funds Begin planning for the Annual SELF Conference Collect client data forms Plan and offer training on topics of interest to county social workers and private agency youth workers. Convene SELF Program Advisory Committee

5. **Training Activities**

The SELF Program Advisor assessed the training needs of county and private agency staff and conducted training and development activities including:

- On-site visits with county and private agency staff to help with program development
- A 3-day workshop for coordinators of independent living skills training groups to provide training on effective client recruitment and use of group work for youth
- A 2-day statewide conference for 200 county and private agency SELF staff to provide a broad range of training sessions for helping youth in transition
- A 1-day workshop entitled "Juvenile Prostitution Prevention," offered at six sites statewide, was attended by 203 social workers and youth workers
- A workshop on the SELF Program at two DHS-sponsored Introductory Child Welfare Training workshops
- A 2-day workshop entitled "Trainers Exchange," for experienced county SELF Coordinators and grantees who provide independent living skills training to youth in groups

6. **Additional Support Activities**

Besides the training and development activities listed above, SELF staff provide many services and activities in support of the program. These activities include:

- Publication of a program handbook distributed to counties, public, and private agency staff. The handbook provides basic information on eligibility, accessing funds, current program, programming ideas, county and agency contacts, and resource materials.
- A bi-monthly newsletter for counties, private agencies, and other interested community groups (see Appendix C)
- A resource library, which includes videotapes, curricula, and other materials for use by counties and private agencies
- Development of a promotional brochure describing the SELF program for use by counties and grantees
- Participation on state committees and conferences for youth and youth workers
- Distribution of information regarding similar state programs and activities
- Consultation via telephone conferences or individual meetings
- Development of a legislative initiative on transitional housing and support services for runaway and homeless youth

SELF staff also have helped with program development in other states through consultation with Title IV-E-IL coordinators. The SELF Program Advisor participated in the national forum for State Independent Living Coordinators.

SECTION II.

INCORPORATING THE TITLE IV-E-IL PROGRAM INTO MINNESOTA TRANSITIONAL SERVICES

Section II. INCORPORATING THE TITLE IV-E-IL PROGRAM INTO MINNESOTA TRANSITIONAL SERVICES

A. PUBLIC AGENCY AFFILIATIONS

Youth services are a priority in the Minnesota service delivery system. A Department of Human Services (DHS) Children's Initiative is actively supported by the Governor and an Agenda for Children, including youth services, is being developed.

Over the past seven years, state programs increasingly have incorporated the SELF Program in other programs for children, youth, and families. Still, the SELF Program retains its unique focus. During FFY 1994 program integration occurred at three levels: 1) within DHS; 2) within other state agencies; and 3) throughout the state.

Within DHS, state SELF staff met regularly with staff from Family Based Services, Indian Child Welfare, Foster Care, Adoption Services, and Minor Parent services. Planning within the Family and Children's Services Division includes cooperative efforts in policy development, shared training events, and coordination of services. Examples include:

- The Annual SELF Conference was planned by the Transitional Services staff and expanded to include more content on the needs of adolescent parents and homeless/ runaway youth.
- The SELF Program Advisor presented workshops twice during 1994 as a part of the Division's Introductory Child Welfare Training for new social workers statewide.
- Transitional Services staff applied for a HUD grant for funds to support a transitional housing/independent living skills programs statewide. (We were not funded.)
- Living skills training was used by 51 refugee adolescents through coordination with the Refugee Unaccompanied Minor Program.
- Representatives from a youth employment agency and agencies serving homeless and runaway youth were added to the SELF Advisory Committee.
- The SELF Program Advisor collaborated with the Department of Natural Resources Youth Conservation Corps to apply for federal YouthCorps and state YouthWorks funding. Development of the application included meeting with youth, youth workers and community leaders in southeastern and northeastern Minnesota. The proposal was not funded, but has been resubmitted to other funding sources.

Communication is also maintained with other divisions in the Department of Human Services, including Mental Health, Assistance Payments, Chemical Dependency, Developmental Disabilities, and Children's Health programs. SELF staff actively seek opportunities to present program information to professionals outside the department who work with older youth.

SELF staff are represented on the following committees and boards (sponsor follows in parentheses):

- IV-B-Part 2 Project Team (DHS, Family & Children's Services Division)
- Minnesota Juvenile Justice Advisory Committee (Minnesota Department of Corrections)
- Minnesota Prevention Network (Multiple Sponsors)
- Twin Cities Youth Policy Forum (Multiple Sponsors)
- Introductory Child Welfare Training Team (DHS, Family & Children's Services Division)

B. PRIVATE AGENCY AFFILIATIONS

SELF grants to private non-profit agencies have enhanced relationships with youth service agencies. In addition, many organizations have shown interest in the program by tailoring services to meet the needs of older adolescents in substitute care. During FFY 1994, these organizations provided wilderness camping trips, living skills training, medical and mental health services, employment opportunities, and vocational counseling.

State SELF staff also pursued opportunities to create and maintain relationships with private agencies through participation in the following programs and conferences on issues faced by older youth (sponsor follows in parentheses):

- Homeless/Runaway Youth Conference (Minnesota Association of Runaway Youth Services)
- 7th Annual Independent Living Forum (National Resource Center on Youth Services)
- Minnesota Social Service Association Annual Conference
- Cultural Competency (Minnesota Department of Human Services, Family & Children's Services Division)

SECTION III.

PROJECT BUDGET AND EXPENDITURES

Section III. PROJECT BUDGET AND EXPENDITURES

Outlined below is a summary of project budget and expenditures from October 1, 1993 to September 30, 1994.

		[BUDGET] amended 6-30-94	EXPENDITURES
A.	State Administrative Costs		
1.	Staff (including indirect costs) 2.0 professional 0.5 clerical	[$150,000]	$107,750.08
2.	Support/Training/Travel*	[$41,000]	$41,730.50*
	Subtotal: State Administrative Costs	[$191,000]	$149,480.58
B.	County Allocations and Program Grants		
1.	Allocations and Grants	[$1,424,200]	$1,365,178.56
2.	In-kind contributions**	[407,881]	422,169.00
	Subtotal: County Allocations and Grants	[$1,832,081]	$1,787,347.56
	TOTAL	[$2,023,081]	$1,936,828.14

* The Support/Training/Travel subcategory includes training, technical assistance, supplies, office expenses, and travel (in-state and out-of-state).

** In-kind contributions from participating counties and grantees includes contributed services, contributed funds, and expenditures from non-federal sources used for the independent living program.

SECTION IV.

HOW FUNDS HELPED YOUTH TRANSITION TO INDEPENDENT LIVING

Section IV. HOW FUNDS HELPED YOUTH TRANSITION TO INDEPENDENT LIVING

The extent to which funds help youth make the transition from foster care to independent living has been assessed annually, in part, by summarizing the services provided.

The following information summarizes the services provided during the FFY 1994 SELF program year, which ended September 30, 1994. Previously, this information was collected in county year end reports. Starting in 1994, the information is collected directly on scannable client demographic forms.

A. DIRECT EDUCATIONAL SERVICES

- 1,600 youth were served by the counties and private agencies with SELF funds
- 533 youth received individual independent living skills training
- 681 youth received independent living skills group training
- 222 youth attended retreats, conferences, or workshops, including kick off or closing events and Leadership Conferences.
- 263 youth had a camp/adventure challenge experience. Examples include: YMCA Camps Widjiwagan or Menogyn; 10- to 20-day Boundary Waters experiences; and other types of summer camp
- 134 youth obtained job experience through SELF programming
- 324 youth attended driver education training
- 374 youth received educational referrals and/or expenses for colleges, vocational-technical schools, and GED programs

B. DIRECT FINANCIAL SERVICES

Direct financial services included payments for home furnishings, tuition, and medical services:

- 290 youth received incentive payments, including stipends for participation or matched savings.
- 213 youth received other services or goods purchased with SELF funds, not for school.

  (Examples of services and goods purchased, not for school, include: YMCA memberships; music lessons; household goods; transportation costs; and driver permit/license fees.)

C. INDIRECT SERVICES

A variety of indirect services supplement the direct services provided to SELF clients including staff and foster parent training, program coordinator salaries, and fees for group presentations.

SECTION V.

DEMOGRAPHIC AND ADDITIONAL INFORMATION

Section V. DEMOGRAPHIC AND ADDITIONAL INFORMATION

DESCRIPTION OF YOUTH SERVED

Each year demographic data are collected systematically by county agencies on youth in substitute care. These data then are submitted to the Minnesota Department of Human Services. From FFY 1989 until FFY 1993, the Minnesota SELF Program collected its own data from the counties concerning youth eligible for Title IV-E-IL services. That previous data collection system was based on a county-by-county sample of youth in care during one month of the year. Starting this year, data on eligible youth are based on the annual total figures from centralized data retrieval and reporting sources. Due to this change in data source and method, the figures for 1993 and 1994 are not perfectly comparable to those from previous years. As this new system continues in use, year-to-year comparability will be re-established.

Table 1
NUMBER OF YOUTH SERVED

	Participating Counties	Sample Pool	Youth Served (%)
FFY 1989	72	1,354	645 (48%)
FFY 1990	74	1,854	900 (49%)
FFY 1991	80	1,904	1,047 (55%)
FFY 1992	85	2,380	1,368 (57%)
FFY 1993	87	4,542*	1,732 (38%)
FFY 1994	87	4,819*	1,600 (33%)

A. GENDER/RACE/ETHNICITY

1. Statewide Data

Information on gender was available on 4,814 (all but five) youth in the count of those eligible. Of that number 46% (2,210) were female, 54% (2,604) were male. Information on primary race/ethnicity was reported for 4,746 Title-IV-E-IL eligible youth. Table 2 contains a comparison of the broad racial/ethnic breakdown for FFY 1989 through FFY 1994.

Table 2
RACE OF YOUTH BY PROGRAM YEAR

	White	Children of Color	Unknown
FFY 1989	993 (73%)	359 (27%)	2 (0.1%)
FFY 1990	1,274 (69%)	526 (28%)	48 (3%)
FFY 1991	1,341 (71%)	554 (29%)	9 (<1%)
FFY 1992	1,728 (73%)	652 (27%)	
FFY 1993*	3,561*(79%)*	969*(21%)*	
FFY 1994*	3,752*(79%)*	994*(21%)*	

*Please refer to discussion at top of page concerning 1993 change in data source/method.

Graph A represents statewide data on Title IV-E-IL eligible youth (1994) on race/ethnicity.

Graph A

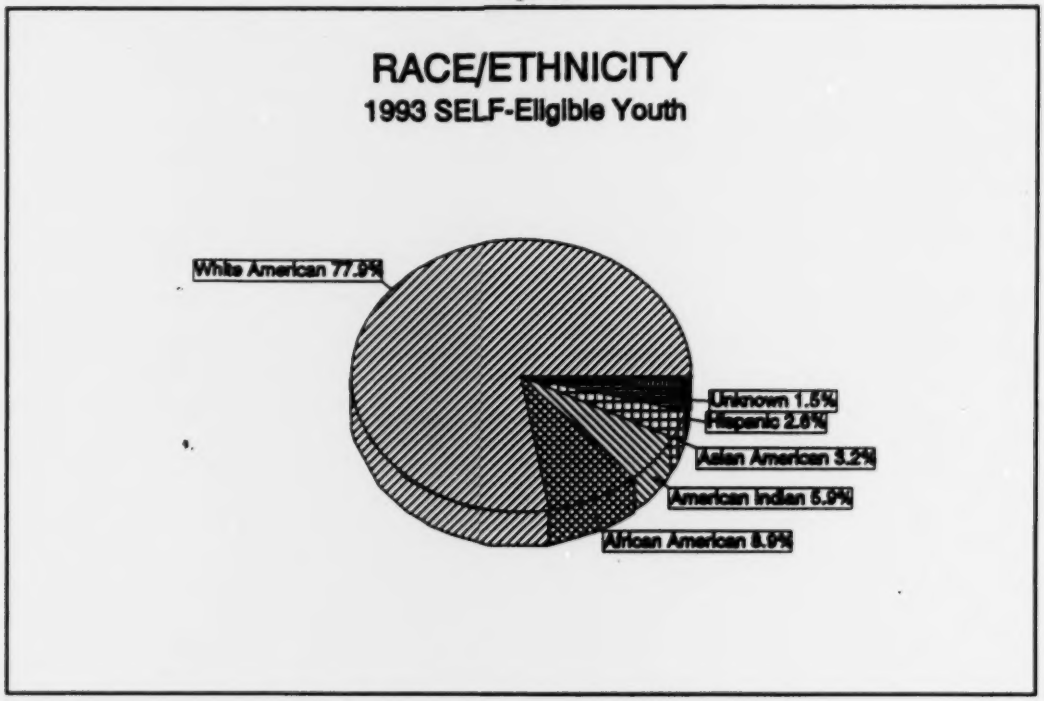


Table 3 provides a detailed listing of statewide data on youth served, for race/ethnicity by gender.

Table 3 – Youth Served
STATEWIDE RACE/ETHNICITY BY GENDER

Race	Male	Female	Total #	Percent*
American Indian	45	52	97	6%*
Asian American	53	38	91	6%
African American	88	140	228	14%
Hispanic American	21	20	41	3%
White	444	608	1,052	66%
Other	14	15	29	2%
Other Youth of Color				3%
Af. Am./White	2	4	6	
Af. Am./Hispanic		2	2	
Af. Am./Am. Ind.	1	2	3	
Am. Ind./Hispanic		1	1	
Am. Ind./White	9	12	21	
Asian Am./White	1	2	3	
Hispanic/White	2	2	4	
Af. Am./Am. Ind./Hispanic		1	1	
Am. Ind./Hispanic/White	1		1	
Total	681	899	1,580	100%

Information also was collected on refugee unaccompanied minors. The FFY 1994 data showed a total of 51 youth as unaccompanied minors.

*NOTE: Due to rounding, for charts in this section percents may not total exactly 100%.

2. Urban Data

When statewide demographic information is compiled, it is difficult to see how the population of SELF eligible youth differs in specific areas of Minnesota, for example, the concentration of children of color in urban counties. Table 4 contains FFY 1994 figures on race/ethnicity of the two urban counties that include the cities of St. Paul and Minneapolis.

Table 4 – Youth Served

BROAD RACE/ETHNICITY IN URBAN COUNTIES

County	White	Children of Color
Hennepin (including Minneapolis)	153 (35%)	287 (65%)
Ramsey (including St. Paul)	43 (44%)	54 (56%)
Total	196	341

A different picture emerges when aggregate data are broken into racial and ethnic categories. While only 33% of the entire FFY 1994 population of youth served are youth of color, the proportion is 64% in the two most urban Minnesota counties--Hennepin and Ramsey counties.

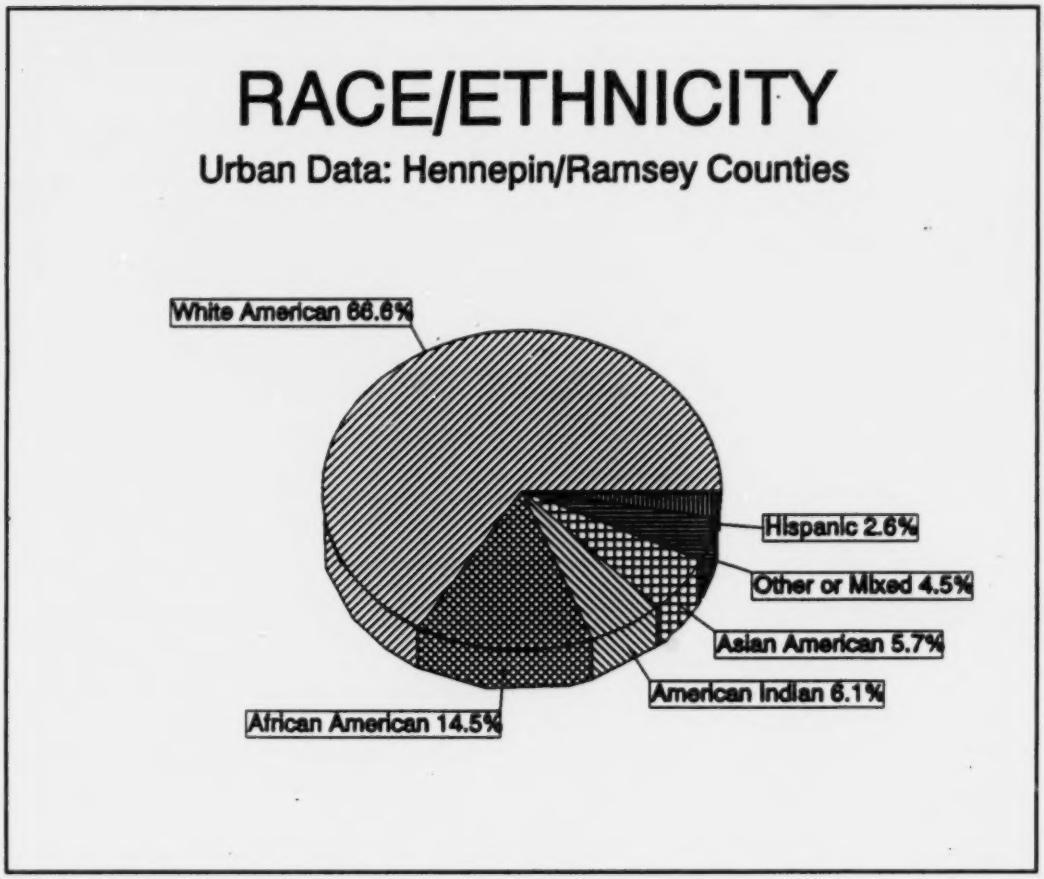
Table 5 below and Graph B provide a more detailed listing of race/ethnicity data for Ramsey and Hennepin counties. Note: Detailed information on race/ethnicity was not available for every youth in the sample pool.

Table 5 – Youth Served

RACE/ETHNICITY BREAKDOWN FOR URBAN COUNTIES

Race	Hennepin County (Minneapolis)	Ramsey County (St. Paul)	Total #	Percent
African American	166	31	197	37%
American Indian	38	1	37	7%
Asian	38	12	50	9%
Hispanic	15	5	20	4%
White	147	42	189	36%
Other/Unknown	19	1	20	4%
Other Youth of Color				3%
Af. Am./White	4	1	5	
Af. Am./Hispanic	2		2	
Am. Ind./Af. Am.	2		2	
Am. Ind./White	4	2	6	
Af. Am./Am. Ind./Hispanic	1		1	
Am. Ind./Hispanic/White		1	1	
Total	434	96	530	100%

Graph B

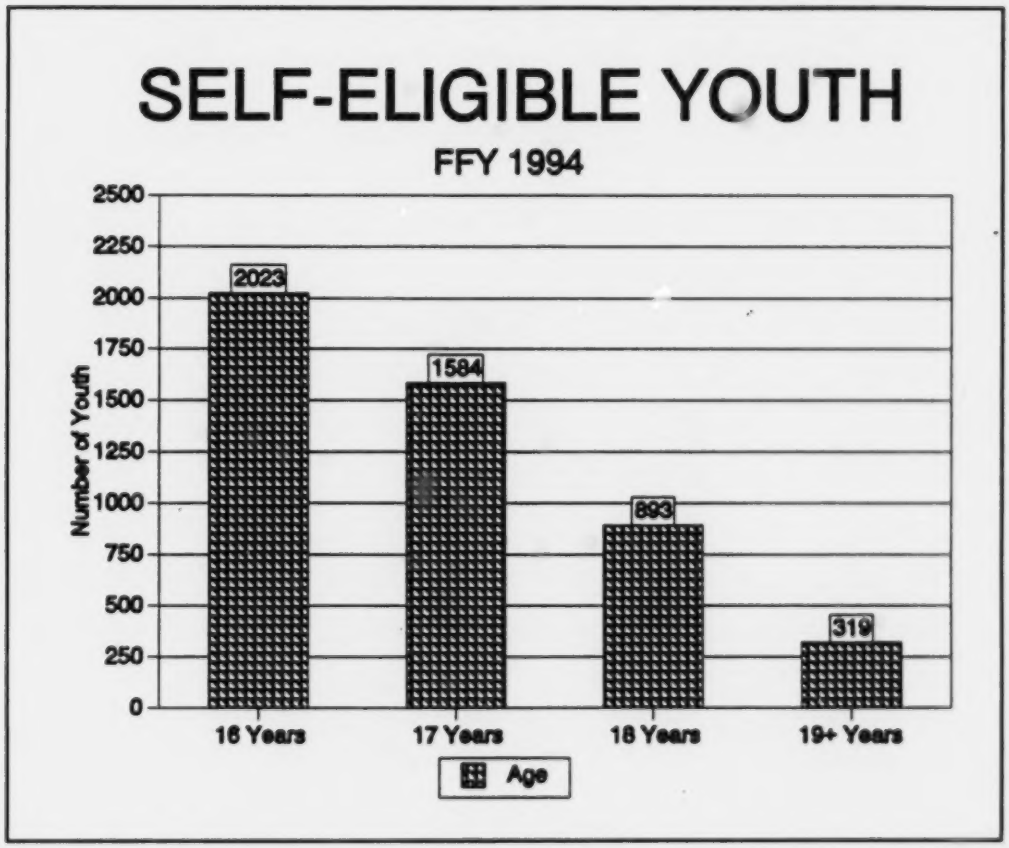


As the racial composition of children in substitute care changes, it becomes increasingly important to plan and use culturally appropriate services. During FFY 1994, an increased effort was made to improve cultural competency. Staff modified existing programs to serve all eligible youth more effectively. Staff also planned for new programs to meet the needs of special populations.

B. AGE

The proportion of eligible youth in each age group has remained fairly constant over the past five years. In 1993 about 42% of reported eligible youth were 16 years old, another 33% were 17, 19% were 18, and about 7% were 19 years of age or older.

Graph C



C. SPECIAL NEEDS STATUS

A total of 898 (56%) of the SELF adolescent clients are defined as special needs or "presence of a disabling condition" by county social services workers. The high number of "special needs" adolescents in care is not surprising. Disability, which includes behavioral problems, is one indicator of family stress and a factor in subsequent substitute care placements.

The two most often cited areas of disability are emotional/behavioral disturbance and chemical dependency, followed by specific learning and developmental disabilities. The SELF Program defines emotional/ behavioral disturbance as a disorder of thought, mood, perception, orientation, memory or behavior that seriously limits a child's capacity to function in the primary aspects of daily living.

Social workers who completed FFY 1994 data forms could select one or more disabling conditions from a list of six. Table 6 shows the number of times each condition was selected. The number of clients for whom one condition was marked was 684. The number of clients listed as having more than one disabling condition was 214.

Table 6
DISABLING CONDITION

Disabling Condition	Frequency	Percent
Emotional/Behavioral	592	37%
Chemical Dependency	173	11%
Specific Learning	118	7%
Developmental	64	4%
Hearing/Speech/Sight	32	2%
Other Disabling Condition	168	11%
Total	1147	

D. TEEN PARENTS

Teen parenting is widely recognized as a growing problem among the adolescent population. About 13% of the adolescents served were teen parents responsible for 258 infants and children. A total of 183 adolescents were reported as parenting one child each, another 33 had two children each, and three had three or more children each.

Table 7
TEEN PARENTS

# of Children	# of Adolescents	Total Children
1	183	183
2	33	66
3	3	9
Total	219	258

E. CURRENT LIVING ARRANGEMENT

Demographic data forms completed on SELF clients supplied data on current living arrangement (CLA). Table 8 and Graph D show the current living arrangements of youth served.

Table 8

CURRENT LIVING ARRANGEMENT

Current Living Arrangement	# Youth	Percent
Foster Care	522	33%
Birth Family	306	19%
Independent Living	305	19%
Group Home	110	7%
Relative	88	6%
Emergency Shelter	59	4%
Residential Treatment	53	3%
Correctional Facility	28	2%
Other	116	7%
Total	1,587	100%

Graph D

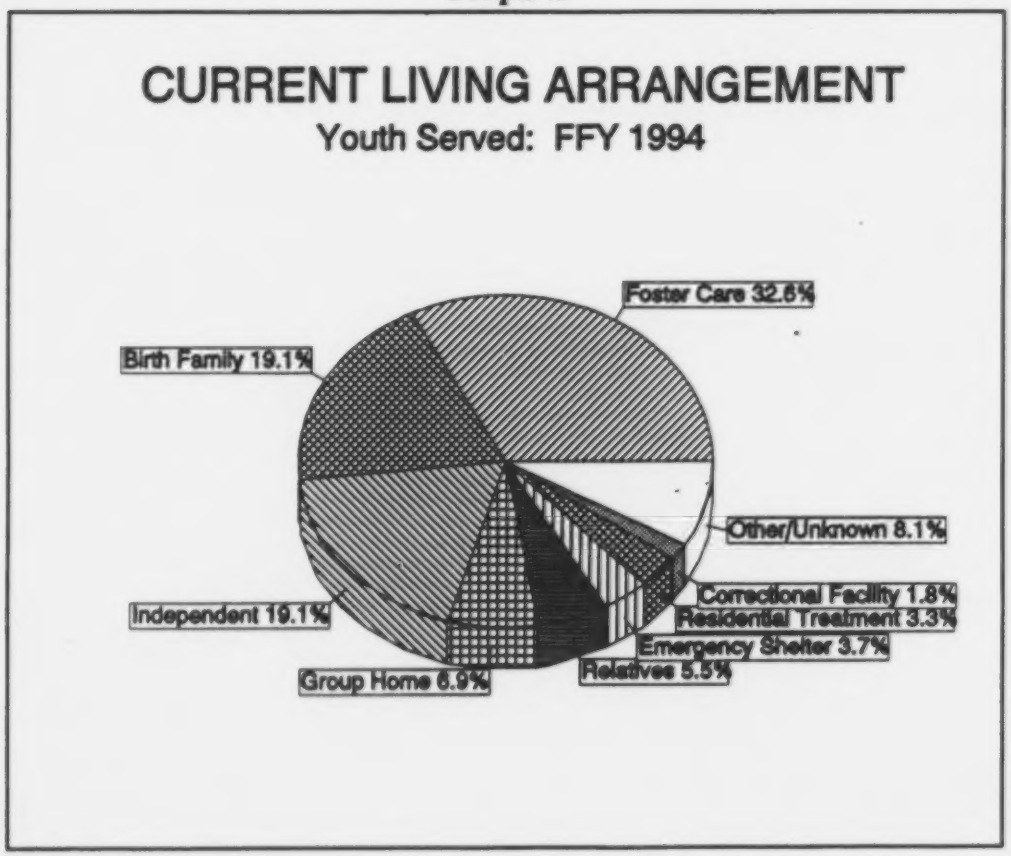


Table 10 displays current living arrangements by gender. (Data are available on 1,582 youth.)

Table 10

CURRENT LIVING ARRANGEMENT BY GENDER

CLA	# Males (%)	# Females (%)
Foster Care	226 (33%)	295 (33%)
Birth Family	168 (25%)	136 (15%)
Independent Living	96 (14%)	209 (23%)
Group Home	51 (8%)	59 (7%)
Relative	29 (4%)	58 (6%)
Emergency Shelter	29 (4%)	29 (3%)
Residential Treatment	24 (4%)	29 (3%)
Correctional Facility	19 (3%)	9 (1%)
Other	38 (6%)	78 (9%)
Total	680 (100%)	902 (100%)

Males tended to be placed in correctional facilities more often, and were living independently much less often than females. Females were living with their birth families less often than were males.

Table 11 displays current living arrangements by race (data available on 1,587 youth).

Table 11 – Youth Served

CURRENT LIVING ARRANGEMENT BY RACE

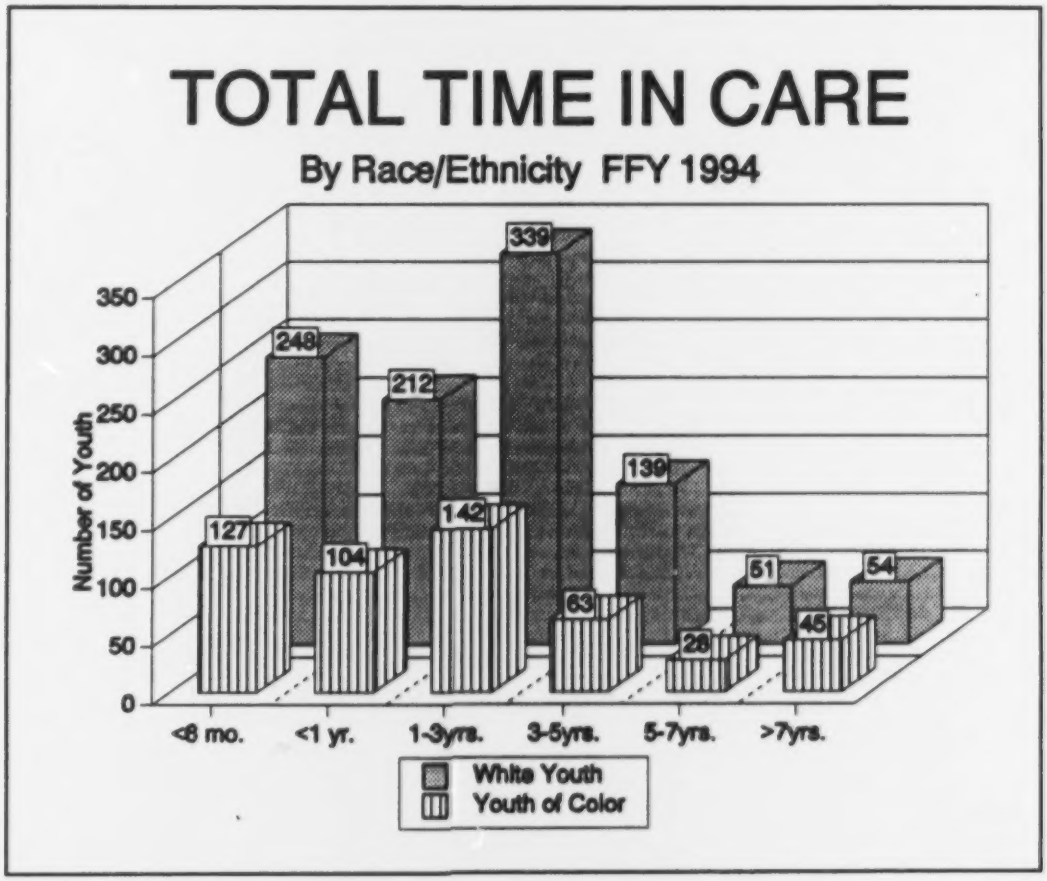
CLA	% White Youth	% Youth of Color
Foster Care	355 (33%)	167 (32%)
Birth Family	250 (24%)	56 (11%)
Independent Living	185 (17%)	120 (23%)
Group Home	91 (9%)	19 (4%)
Relative	45 (4%)	43 (8%)
Residential Treatment	37 (4%)	16 (3%)
Correctional Facility	21 (2%)	7 (1%)
Emergency Shelter	21 (2%)	38 (7%)
Other	58 (6%)	58 (11%)
Total	1,063 (100%)	524 (100%)

White youth were placed in group homes, residential treatment, and returned to birth families more often than youth of color.

F. TOTAL TIME IN SUBSTITUTE CARE

Data from 1988 on the disposition of children in substitute care (whatever age) show that 73% of these children return home, 12% remain in care, 7% age out of the system, 4% run away, 3% are adopted, 1% are referred to another agency. Of the group who remains in care, it is older adolescents who tend to spend the greatest amount of time in placement. Graph E displays information gathered on the total time in care for SELF clients served in FFY 1994.

Graph E



G. YOUTH WITHOUT PARENTS

A total of 98 (6%) of SELF clients served in FFY 1994 were state wards. A total of 3% (51) of SELF clients served were listed as refugee unaccompanied minors.

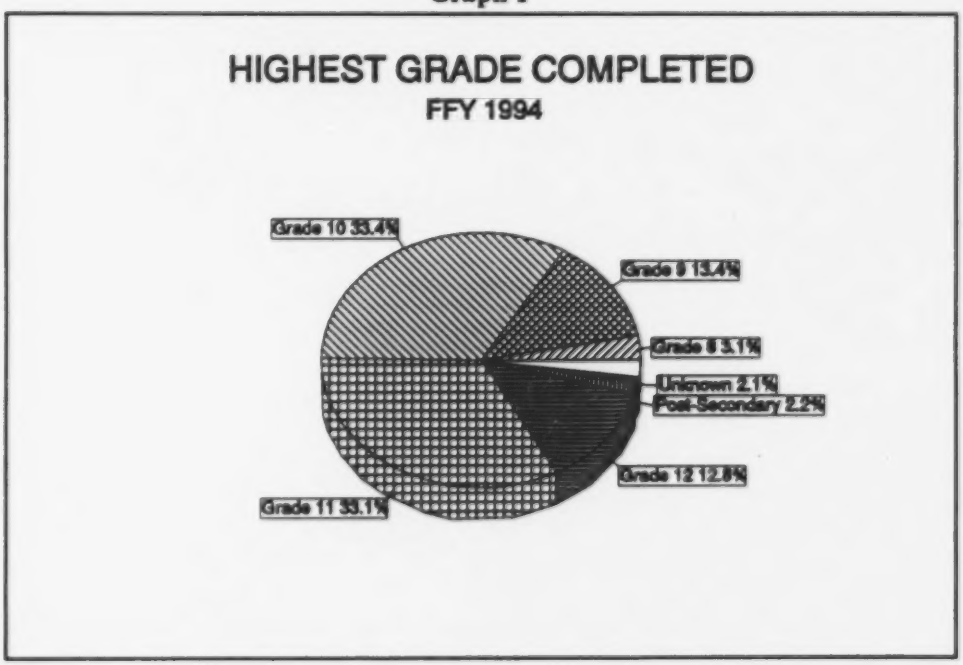
H. SCHOOL ATTENDANCE/GRADE LEVELS

Demographic forms provide information on educational involvement in two areas: 1) school status; and 2) highest grade completed. Data collected in both areas is shown in Table 12. Current grade levels are displayed on Graph G.

Table 12
EDUCATIONAL INVOLVEMENT

School	# of Youth	Highest Grade Completed	# of Youth
Regular High School	710	Grade 8	49
Alternative High School	272	Grade 9	214
Not in School/Dropout	166	Grade 10	535
Graduated High School	121	Grade 11	530
Special Education	95	Grade 12	204
Working on G.E.D.	94	Post-Secondary	35
College or Vo. Tech.	76	Unknown	33
Completed G.E.D.	51		
Unknown	15		
Total	1,600		1,600

Graph F



About 68% (1,077) of FFY 1994 SELF clients (1,600) were attending high school, alternative school, or special education programs at the time data was collected. Another 11% graduated from high school or completed a G.E.D., and about 5% were attending college or a technical program. About 11% were listed as "Not in School/Dropout."

SECTION VI.

1994 PROGRAM EVALUATION

Section VI. 1994 PROGRAM EVALUATION

The ongoing evaluation of Minnesota's Title IV-E-IL (SELF) Program includes a series of complementary measures of client outcomes and program impact. State SELF staff assess program impact most comprehensively through in-depth interviews with key informants, county SELF Program coordinators, and youth served by the program. Quantitative indicators of program status and outcomes are based on separate but overlapping samples of youth served by the SELF Program during federal fiscal years 1991, 1992, 1993, and 1994.

The 1994 SELF Program evaluation concentrated on two samples of youth served:

> Sample I consists of 376 youth served during FFY 1992, FFY 1993, and/or FFY 1994 who, in the judgement of their local county SELF Program coordinator, have completed all service from the SELF Program. These youth rated the quality of service they received. The survey also includes basic indicators of independent living status, e.g., housing situation, school, employment, and public assistance status. These youth also are being followed up with subsequent surveys 90 days later, and one year later.
>
> Sample II consists of 956 youth who participated in any part of the SELF Program during FFY 1991. These youth are being followed-up longitudinally for public assistance status at three-month intervals following their service. Following a recommendation from the FFY 1992 SELF Program evaluation report, staff increased this sample from 315 to the entire population of 956 youth served that year. The increase in the number of clients tracked gives more reliable data on differences in demographic measures, services received, and outcomes (sequelae) according to race/ethnicity, area of residence, and other factors.

"Sample I" currently is most appropriate for long-term follow-up and assessment of client outcomes. Other client sample or general client population statistics tend to reflect data on clients who continue as open county cases. For such youth there is no intention yet for independent living. Where it is possible, local SELF Program coordinators often start preparing youth for independence two or more years ahead of the necessity. The desirability of such approaches is shown in the Title IV-E-IL age eligibility range of 16 to 21 years. For Sample I clients, independent living is likely to be an immediate goal. The value of these longitudinal studies of youth served will increase with each passing year, as the young people enter their middle and late twenties. Until that age, many young people still are involved in post-secondary educational settings. Thus, common indicators of independent living status are limited significantly in their implications.

Clients Who Have Completed SELF-funded Service

The following information is based on Sample I youth--those who were served with SELF funds during FFY 1992, FFY 1993, and/or FFY 1994 and, according to the best estimate of their local SELF coordinator, will not receive further service through the SELF Program. At the time this report was prepared, state SELF staff had received follow-up survey forms from 376 clients. Youth submitted survey forms at the approximate time of completion of service. Three months after receipt of this first survey, the youth were asked to complete an identical 90-day follow-up survey. At the time of this report, 90-day follow-up surveys had been received from 290 clients. One year after receipt of the first survey, the youth were sent a third identical follow-up survey. At the time of this report, one-year follow-up surveys had been received from 174 clients. The smaller number of 90-day and one-year follow-up surveys partly is due to the timing of this

report, and partly is due to natural attrition at succeeding phases of the survey. Due to the continuing nature of the project, there always should be more surveys received for "Time I" than for "Time II," and more for "Time II" than for "Time III." Surveys are distributed and received on an ongoing basis.

The two counties containing the cities of St. Paul and Minneapolis have suffered from complex organizational factors that have impeded distribution and retrieval of follow-up forms. Both counties underwent major reorganizations last year that caused additional problems for Title IV-E-IL funded services. Because most youth of color reside in those counties, data from Sample I youth are short on youth of color and youth from the major metropolitan areas.

CLIENT AGE BY SEX

Age at Time of Survey 1	SURVEY #1 RECEIVED (at completion of service) Female Freq.	(%)	Male Freq.	(%)	SURVEY #2 RECEIVED (90-day follow-up) Female Freq.	(%)	Male Freq.	(%)	SURVEY #3 RECEIVED (One-year follow-up) Female Freq.	(%)	Male Freq.	(%)
16 years old	43	19%	22	15%	35	19%	17	17%	25	21%	9	16%
17 years old	72	31%	51	36%	60	32%	36	35%	42	36%	18	32%
18 years old	67	29%	28	20%	52	28%	18	18%	29	25%	9	16%
19 years old	36	16%	16	11%	30	16%	12	12%	18	15%	8	14%
20 years old	9	4%	22	15%	6	3%	16	16%	2	2%	9	16%
21 years old	3	1%	4	3%	2	1%	4	4%	1	1%	4	7%
	230	100%	143	100%	185	100%	103	100%	117	100%	57	100%

The age distribution of youth who completed and returned surveys closely reflects the general age distribution of clients served. One difference is the larger proportion of youth age 20. This is understandable for a group judged to have completed all SELF-funded service. About fifty percent more females than males have completed and returned follow-up surveys thus far. Although more females than males are served by the SELF Program statewide, the difference is not quite that large. These results might reflect greater cooperation from female clients served. The disparity between numbers of females and males who return surveys appears to increase slightly through the second and third follow-up surveys.

RACE

	SURVEY #1 RECEIVED (at completion of service) Frequency	Percent	SURVEY #2 RECEIVED (90-day follow-up) Frequency	Percent	SURVEY #3 RECEIVED (One-year follow-up) Frequency	Percent
AFRICAN AMERICAN	15	4.0%	13	4.5%	5	2.9%
AMERICAN INDIAN	29	7.7%	19	6.6%	9	5.2%
ASIAN	38	10.1%	30	10.3%	15	8.6%
HISPANIC	11	2.9%	10	3.4%	3	1.7%
WHITE	276	73.4%	214	73.8%	141	81.0%
OTHER	4	1.1%	3	1.0%	-	---
NO RESPONSE	3	0.8%	1	0.3%	1	0.6%
Total	376	100.0%	290	100.0%	174	100.0%

The two counties containing the largest metropolitan area in Minnesota have had difficulty in participating in this follow-up. Therefore, the forms received as of this time continue to be representative mainly of youth from rural, or "outstate" Minnesota, but not equally representative of the Twin Cities area. African-American youth particularly, most of whom reside in the Twin Cities, do not appear proportionately in these results. Thus far, concerted efforts to improve this situation at the county level have not been successful.

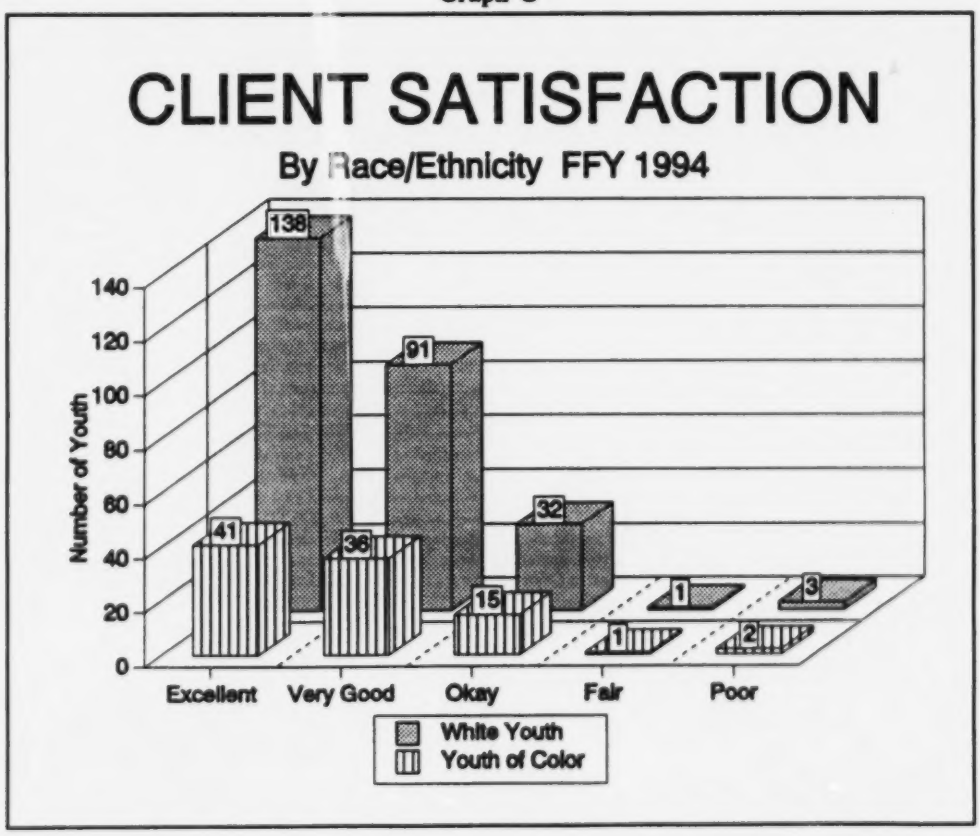
CLIENT RATINGS OF QUALITY OF SERVICE

	SURVEY #1 RECEIVED (at completion of service)		SURVEY #2 RECEIVED (90-day follow-up)		SURVEY #3 RECEIVED (One-year follow-up)	
Rating	Frequency	Percent	Frequency	Percent	Frequency	Percent
EXCELLENT	180	47.9%	139	47.9%	79	45.4%
VERY GOOD	128	34.0%	97	33.4%	62	35.6%
OKAY	48	12.8%	49	16.9%	31	17.8%
FAIR	2	0.5%	3	1.0%	2	1.1%
POOR	5	1.3%	2	0.7%	--	--
NO RESPONSE	13	3.5%	--	--	--	--
	376	100.0%	290	100.0%	174	100.0%

These ratings suggest a very high level of client satisfaction with SELF Program service received. Written comments from clients mostly are glowing endorsements of the program and strong expressions of gratitude. Comments from a few clients also reflect an intense need or desire for more help. The very positive client ratings of the SELF Program continue through the 90-day and one-year follow-up surveys.

Graph G shows client satisfaction ratings separately by the major dichotomy of race/ethnicity. Youth of color rate the quality of their service received highly, but not as highly as do white youth. This illustrates the need for administrators and service providers to continue their strong efforts to provide culturally appropriate service.

Graph G



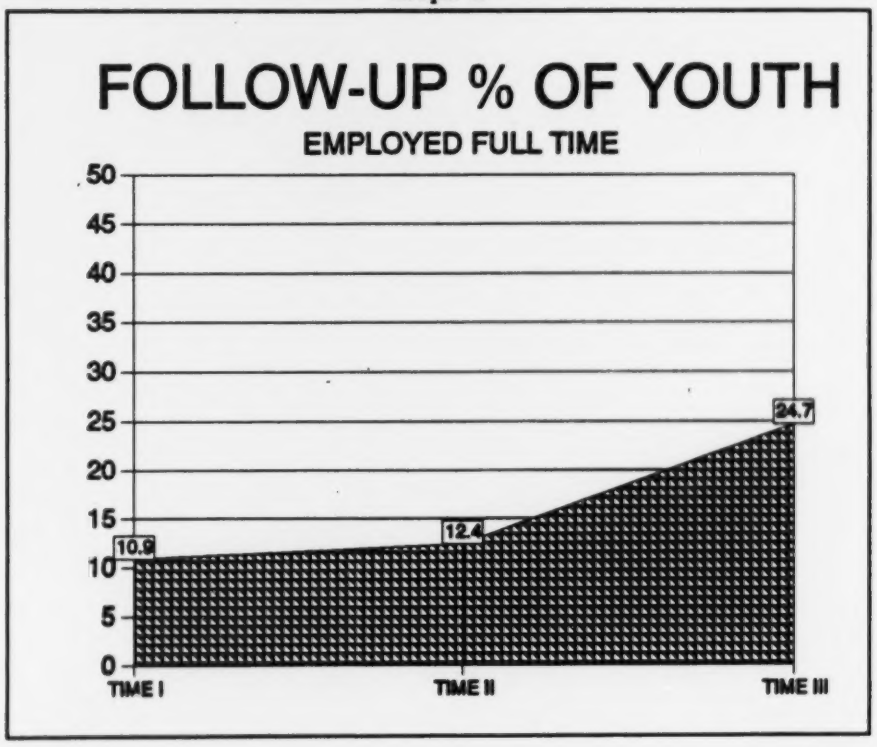
CURRENT WORK STATUS

	TIME 1 (n=376) (at completion of service)		TIME 2 (n=290) (90-day follow-up)		TIME 3 (n=174) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
STUDENT	149	39.6%	115	39.7%	45	25.9%
EMPLOYED PART TIME	125	33.2%	86	29.7%	51	29.3%
EMPLOYED FULL TIME	41	10.9%	36	12.4%	43	24.7%
UNEMPLOYED, LOOKING	37	9.8%	34	11.7%	18	10.3%
UNEMPLOYED, NOT LOOKING	10	2.7%	5	1.7%	1	0.6%
HOMEMAKER	7	1.9%	7	2.4%	12	6.9%
OTHER	5	1.3%	7	2.4%	4	2.3%
NO RESPONSE	2	0.5%	-	--	-	--
Total	376	100.0%	290	100.0%	174	100.0%

Many youth who have completed SELF-funded service are still in school. It is the prevailing view in social services that education is related to eventual economic success. Rosalie Zimmerman, in her book Foster Care in Retrospect, concluded from her own follow-up studies that a good education is the most important factor in preparing a youth for independent living.

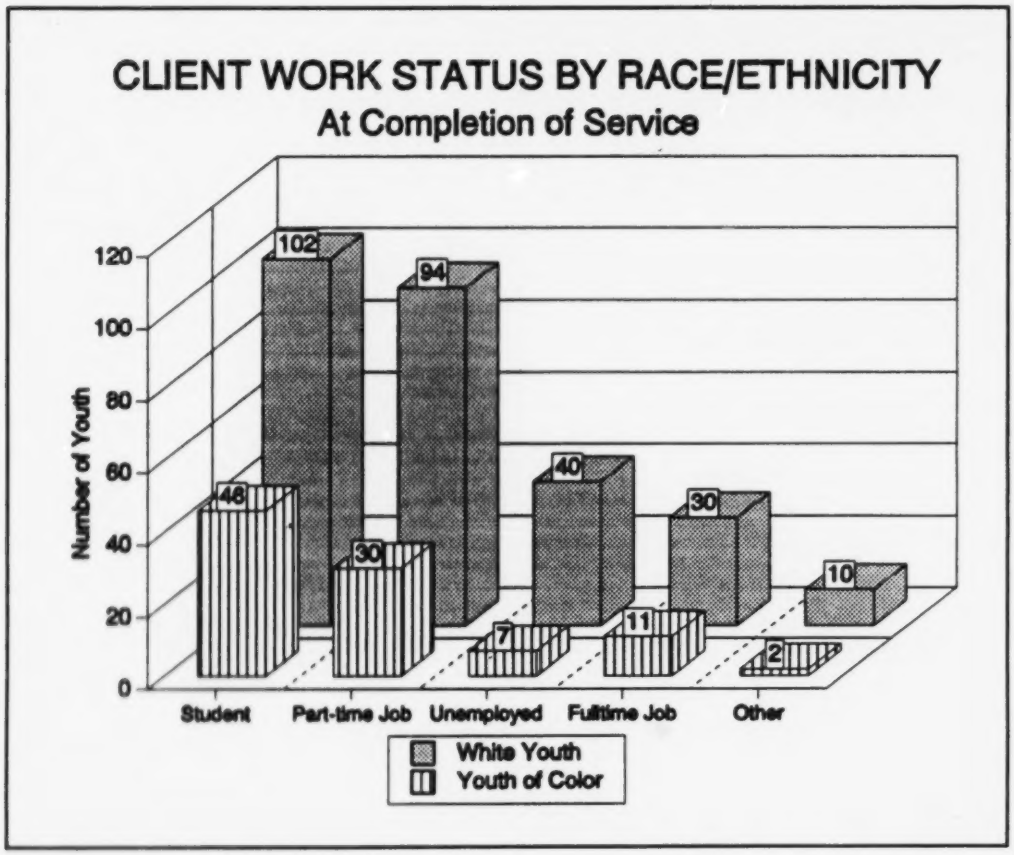
That so many of the SELF youth still are in school also shows the importance of long-term follow-up of the youth. We should obtain a more meaningful measure of their eventual economic independence when more of the young people have completed their education. Indications from one-year follow-up of the youth show a big increase in percent of respondents who are employed full time. That this increase has taken place between the 90-day follow-up ("TIME II") and the one-year follow-up ("TIME III") is shown in Graph H.

Graph H



Graph I shows client work status (at "TIME I"--time of completion of service) separately by the major dichotomy of race/ethnicity. The proportions in work status categories for youth of color and for white youth are quite similar. The proportion of unemployed white youth appears higher than that of the youth of color, and the proportion of full-time employed youth of color appears slightly higher than for white youth. Due to the early stage of this study, no conclusions should be drawn based on the small numbers.

Graph I



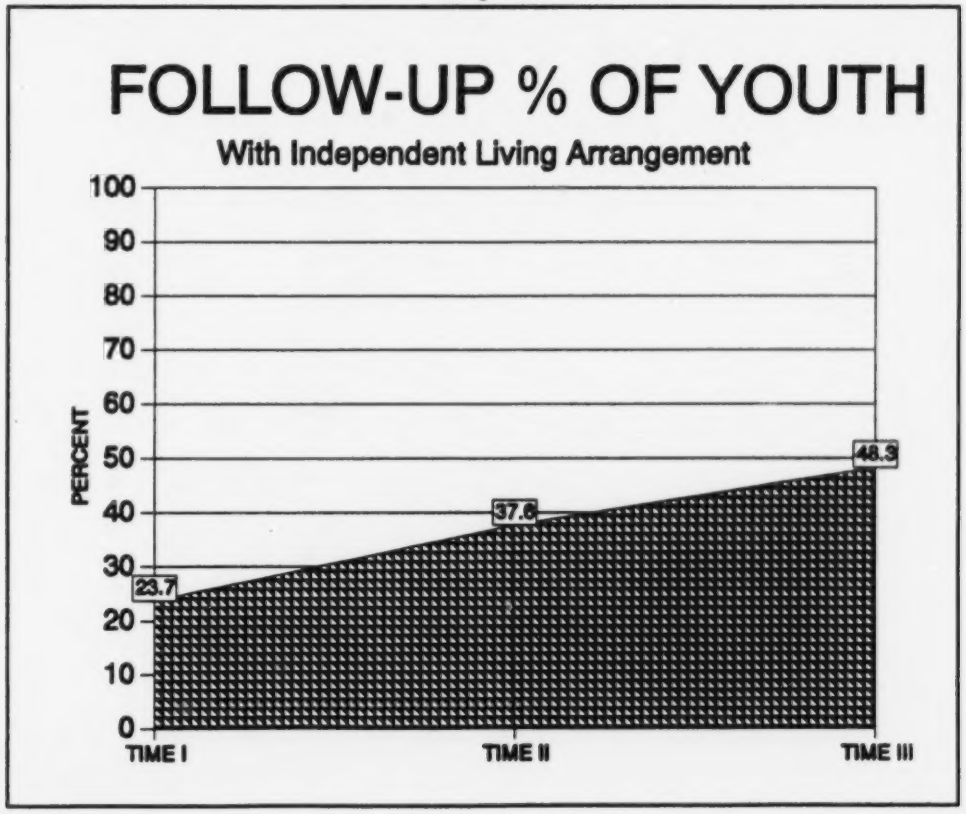
CURRENT LIVING ARRANGEMENT

	TIME 1 (n=376) (at completion of service)		TIME 2 (n=290) (90-day follow-up)		TIME 3 (n=174) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
FOSTER HOME	128	34.0%	70	24.1%	23	13.2%
INDEPENDENT	89	23.7%	109	37.6%	84	48.3%
WITH BIRTH PARENTS	64	17.0%	54	18.6%	31	17.8%
GROUP HOME	36	9.6%	20	6.9%	6	3.4%
WITH RELATIVES	14	3.7%	14	4.8%	12	6.9%
EMERGENCY SHELTER	5	1.3%	--	---	-	--
OTHER	35	9.3%	20	6.9%	15	8.6%
NO RESPONSE	3	0.8%	1	0.3%	-	--
	---	------	---	------	--	-----
	376	100.0%	290	100.0%	174	100.0%

These data show that 90 days after youth have completed SELF-funded service, many of them still reside at their foster homes or live with their birth parents. Living with birth parents is <u>not</u> necessarily a negative outcome, since often great effort has been made to reconcile the youth with their parents. As shown in Graph J, many of the youth (an increase of about 25%) are living independently at the time of one-year follow-up. It appears that the increase in proportion of youth living independently reflects the decrease or exit from foster homes.

Related to the information above on work status, these data also support the importance of longer-range client follow-up. Even at the time of one-year follow-up, many youth remain in foster homes (formally or informally).

Graph J

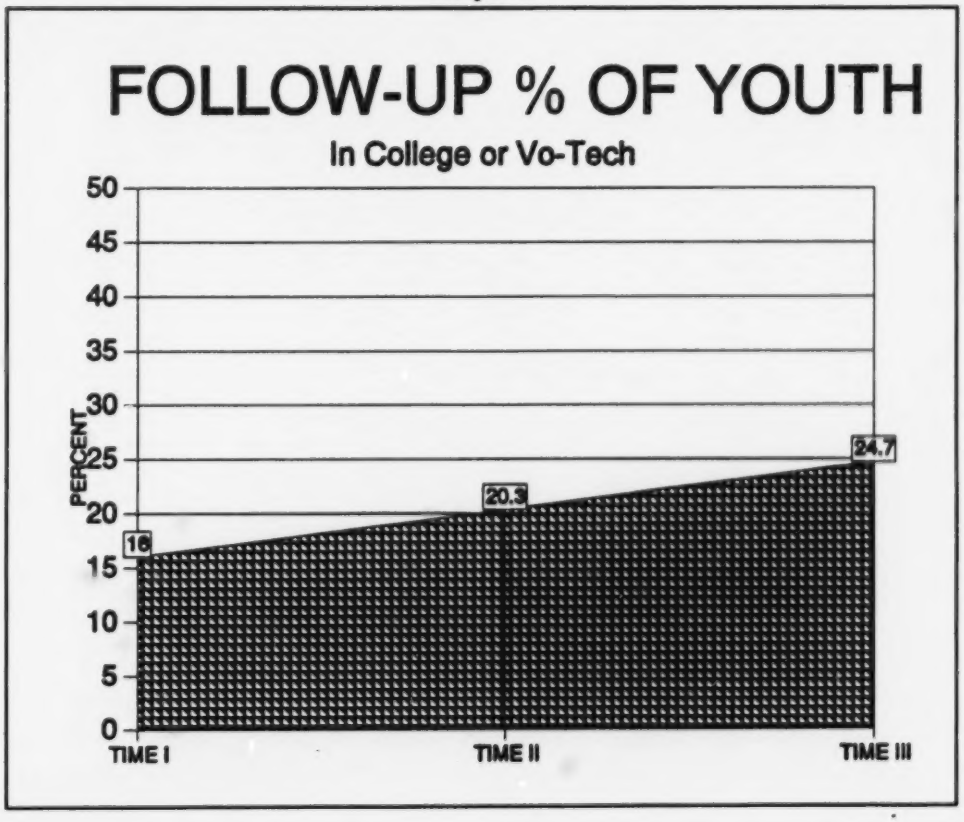


EDUCATION STATUS

	TIME 1 (n=376) (at completion of service)		TIME 2 (n=290) (90-day follow-up)		TIME 3 (n=174) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
IN REGULAR HIGH SCHOOL	155	41.2%	102	35.2%	36	20.7%
GRADUATED HIGH SCHOOL	52	13.8%	47	16.7%	50	28.7%
IN ALTERNATIVE HIGH SCHOOL	50	13.3%	40	13.8%	12	6.9%
IN COLLEGE	42	11.2%	43	14.8%	28	16.1%
WORKING ON GED	19	5.1%	15	5.2%	8	4.6%
IN VOCATIONAL-TECH PROGRAM	18	4.8%	16	5.5%	15	8.6%
DROPPED OUT OF HIGH SCHOOL	14	3.7%	10	3.4%	11	6.3%
IN SPECIAL EDUCATION PROGRAM	11	2.9%	5	1.7%	2	1.1%
COMPLETED GED	7	1.9%	9	3.1%	10	5.7%
OTHER	5	1.3%	1	0.3%	1	0.6%
	376	100.0%	290	100.0%	174	100.0%

These data show that youth who have completed SELF-funded service are, in large numbers, still in high school. As discussed above, this should be considered positive because of the economic significance of high school graduation. These data also clearly reflect the general practice of many counties to stop services to youth when they reach the age of eighteen, and the legal responsibilities of the counties end. Early indications from the one-year follow up are that many youth graduate from high school and go to post-secondary education. This trend is shown in Graph K.

Graph K



PUBLIC ASSISTANCE STATUS

	TIME 1 (n=376) (at completion of service)		TIME 2 (n=290) (90-day follow-up)		TIME 3 (n=174) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
MEDICAL ASSISTANCE	207	55.1%	153	52.8%	84	48.3%
FOOD STAMPS	53	14.1%	50	17.2%	37	21.3%
AFDC	35	9.3%	35	12.1%	25	14.4%
GENERAL ASSISTANCE	22	5.9%	13	4.5%	8	4.6%
OTHER PUBLIC ASSISTANCE	30	8.0%	21	7.2%	11	6.3%
NO PUBLIC ASSISTANCE AT ALL	125	33.2%	104	35.9%	76	43.7%

Consistent with the other information reported above, these data show that most of the youth who have completed SELF-funded service have not yet separated completely from public care after 90 days, or even after one year. Youth eligibility for medical assistance tends to be associated with foster care status and young age. Also, even youth who have full-time jobs may qualify for medical assistance if the job pays minimum wage.

The increase in proportion of youth using food stamps and AFDC is associated with the maturation of female clients into the primary child-bearing years. As noted in a previous SELF Program evaluation report, female SELF Program clients overall are using AFDC and food stamps in about the same proportion as the general population their age.

These data further confirm that 90-day follow-up status, even one-year follow-up status, is too soon for reasonable judgement of outcomes for
Title IV-E-IL SELF-Program served youth in Minnesota. The one-year follow-up is just beginning to show the quantified measures of success that are expected with such a program. This can be seen in the steady increase in proportion of former clients who do not use any public assistance programs at all.

Independent Living Skills Group Clients

Group work with eligible youth is a major emphasis of the SELF Program. According to data gathered in 1991, the average SELF-funded independent living skills group consists of ten sessions that last at least two hours each. Average group enrollment is ten participants. Two-thirds of participating youth attend more than 90% of the sessions, reflecting substantial stability of the groups. Interview reports suggest that this group attendance stability often is the result of program experience. Such experience often includes years of practice learning effective methods of attracting and retaining youth for the group training.

The groups generally include discussion on issues of money management, apartment rental and maintenance, finding and keeping a job, nutrition and food preparation, and interpersonal relationships. They often include the topics of career assessment and planning, sexuality and sex education, self-esteem, use of leisure time, legal rights, community resources, decision making and values, insurance, and health and first aid.

Because of the emphasis on group work, primary evaluation of the SELF Program included measurement in 1992 of youth group participant gains in knowledge and attitude, and youth gains in self-esteem. These were measured on a pre- and post-group intervention basis, for quantified assessment of gains that took place during the independent living skills groups. The following information summarizes data from the comprehensive 1992 SELF Program evaluation report (available as a separate volume).

Knowledge and Attitude Gains

State SELF staff assessed knowledge and attitude gains by youth participating in SELF-funded independent living skills groups. The specific items tested were based on facts or attitudes deemed essential or important for success in independent living.

Compiled items of information and the recommended attitudes were used as the basis for 65 multiple-choice test items. Each group leader was asked to select 20 of the items representing knowledge or attitudes they were teaching in their own group.

SELF staff obtained completed multiple-choice forms or scores, pre- and post-intervention, from 51 youth in five different independent living skills groups conducted at various locations in Minnesota. The results showed strong knowledge and attitude gains by the young people during the independent living skills groups. Overall, 71% of the items were answered correctly by youth on the pre-test, and 82% of the items were answered correctly by youth on the post-test. These results represent substantial gains by the participants. The difference is very significant statistically, but more importantly reflects many gains in knowledge that may have consequential positive impact in the future lives of the young people served.

For example, 18% of the young people came into the program not knowing about the degree of effectiveness of commonly used methods of birth control. Several young people showed serious, even potentially dangerous misconceptions about the propriety of violence in relationships. Program staff corrected misconceptions and conveyed needed information to program participants. Major gains also were shown by youth regarding job-search networking, job interviewing techniques, apartment renting factors, budgeting, economy in shopping, and health considerations.

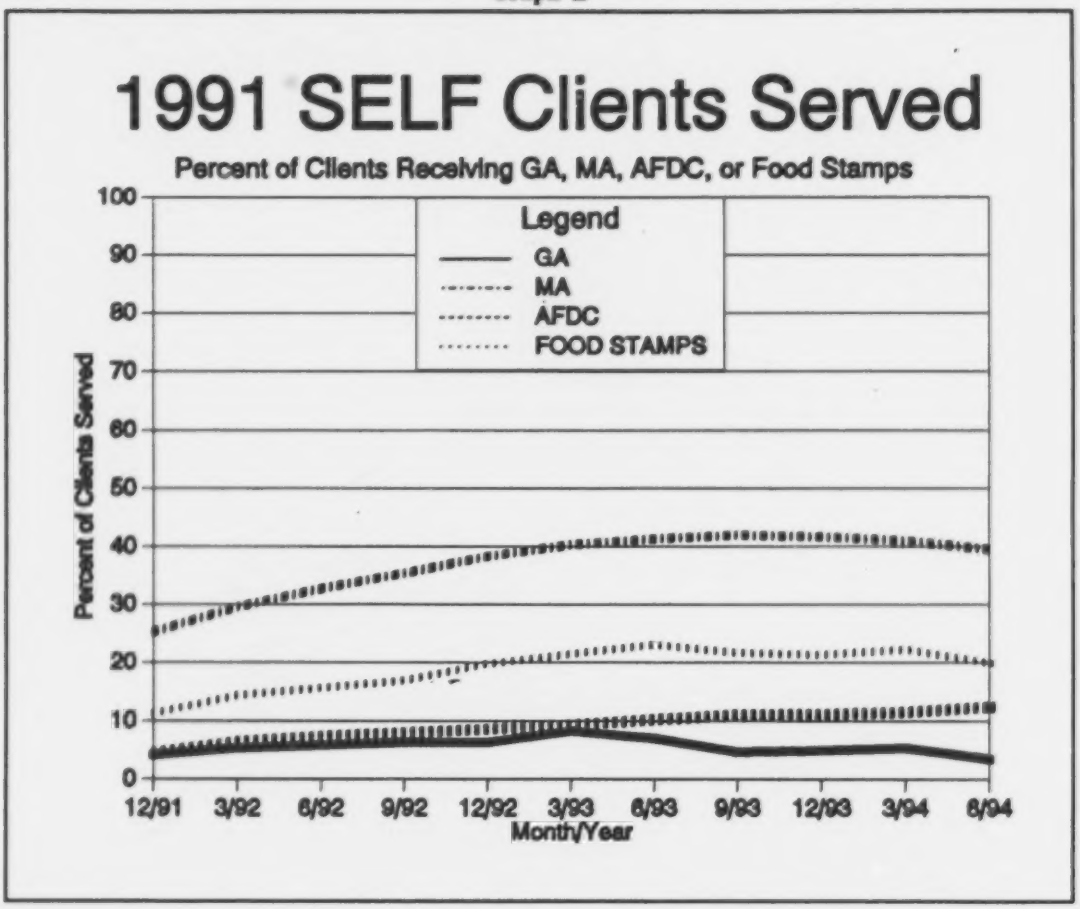
Self-esteem Gains

It is the belief of the SELF Program that self-esteem is a critical issue, and unfortunately often a problem for youth who have been in foster care. Building or increasing youth self-esteem is an ongoing priority for SELF-funded independent living skills groups.

Leaders of independent living skills groups funded by the SELF Program in 1992 were asked to have their participants complete the Janis-Field Feelings of Inadequacy Scale. They did this at the beginning of group training, and again at the end of the group training. The Janis-Field is a widely respected measure of self-esteem. According to a report from the Center for Youth Development and Research at the University of Minnesota, the Janis-Field has been shown to have good reliability and validity. It also is resistant to falsification.

Program staff submitted completed Janis-Field forms or scores, pre- and post-intervention, for 48 youth. These youth represented five different independent living skills groups conducted at various locations in Minnesota. The average total score of these 1992 SELF-group participants on the Janis-Field pre-test was 29.46. Their average score on the posttest was 31.16, above the structural mean. This shows an average increase for the youth, after the group experience, of nearly two scale points on the short measure of self-esteem. According to a paired samples t-test, this measured increase in self-esteem is highly significant statistically, with a probability of occurring by chance less than .005. This finding contributes to a broader picture of SELF-Program youth self-esteem gain reflected by the separate measures of youth self-report, and interview narrative reports of county program administrators from around the state.

Graph L



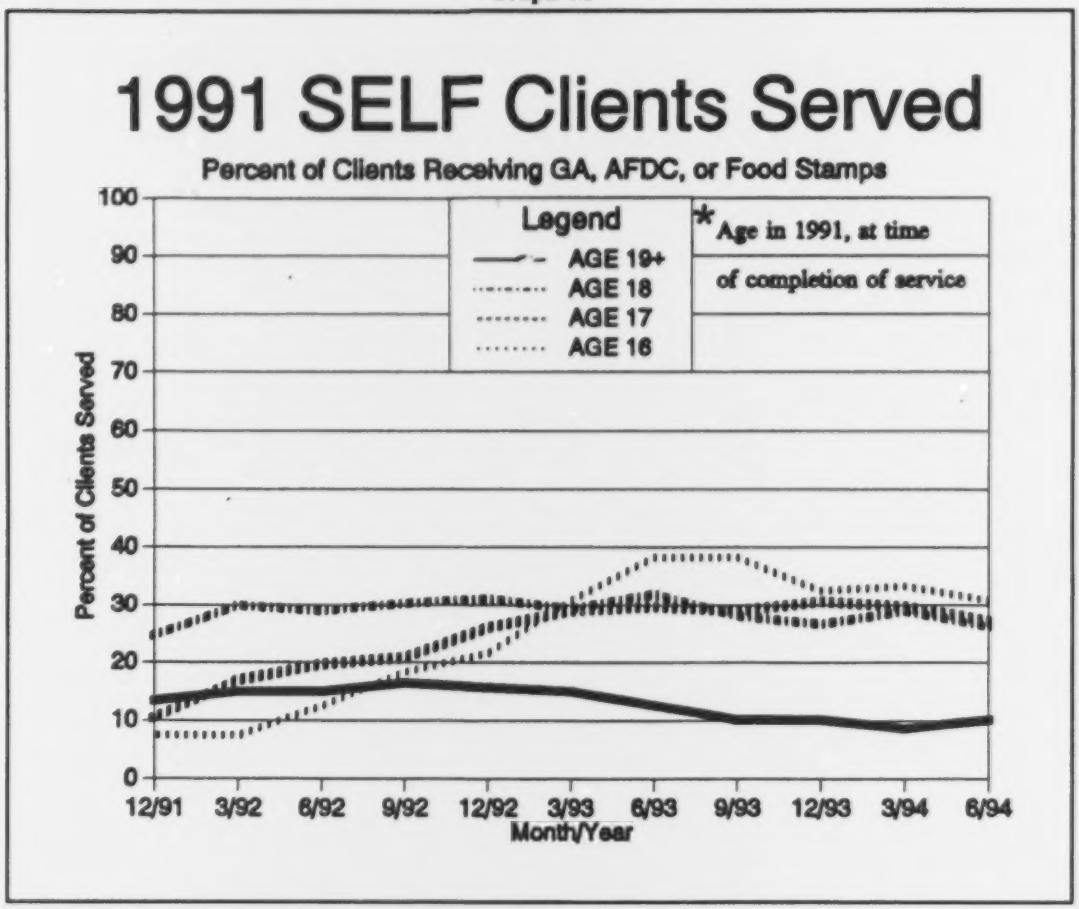
Follow-up of FFY 1991 SELF Clients for Public Assistance Status

As described earlier, Sample II consists of 956 youth--the entire population of youth served by the SELF Program in any way during FFY 1991. These youth are being followed-up for public assistance status at three-month intervals. So far, eleven quarters (almost three years) of data have been gathered and analyzed.

Graph L summarizes the use of public assistance by Sample II youth. This covers nearly three years following provision to them of SELF Program services. The graph shows that use of General Assistance is low. It appears to peak between one and two years after provision of services, and then it declines toward zero. Use of AFDC, on the other hand, shows a small but steady increase as the young women who were served continue to enter the ages when childbearing is most prevalent. Even at its peak, however, the rate of use of AFDC among clients served by the SELF Program is about the same as the rate in the general population.

The use of Food Stamps by Sample II youth appears to peak between one and two years after provision of services. The use of Medical Assistance peaks about two years after service provision, and then begins a slow decline.

Graph M

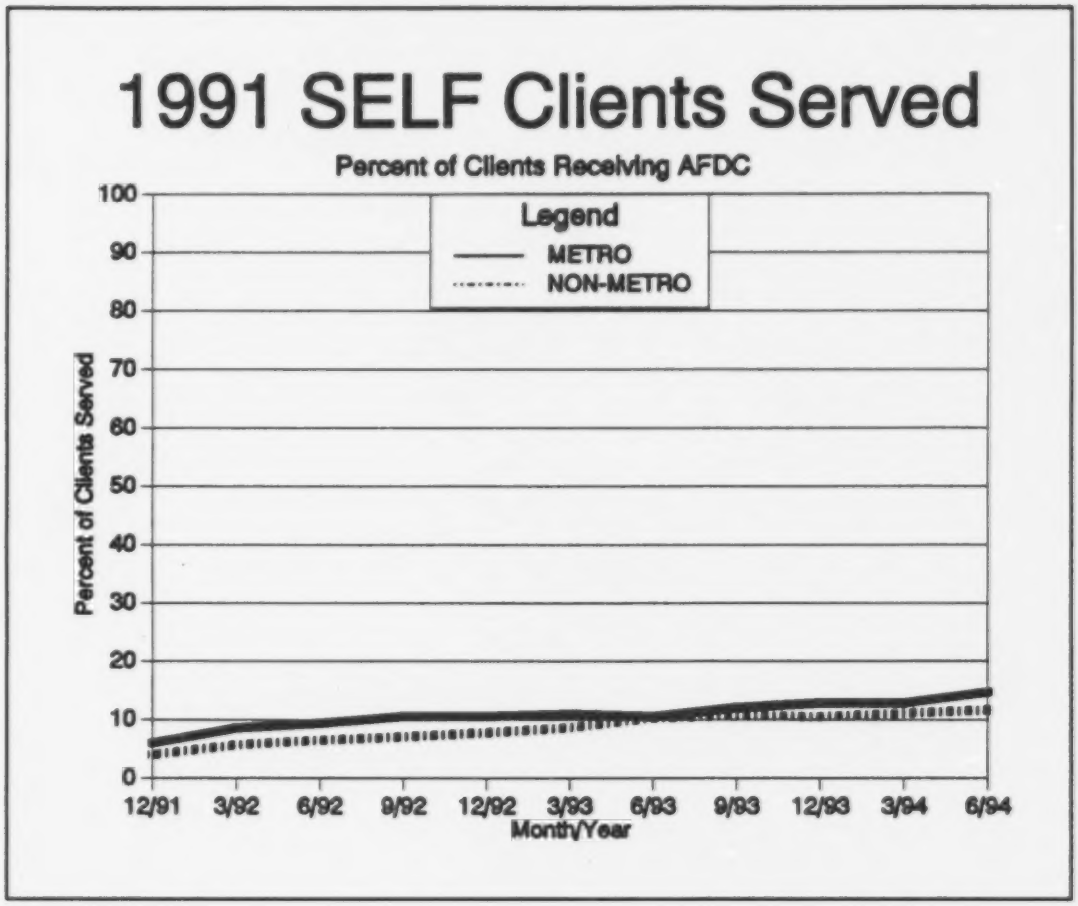


Graph M also is based on Sample II--all 956 youth served during FFY 1991. This graph displays two primary factors.

The first factor shown is that public assistance usage by clients served by the SELF Program appears to peak at age eighteen years, then stabilize (at least for a time). To observe this factor, begin by observing the line for youth age 18 in 1991. It starts in 12/91 at about 25%, then hovers between 25% and 30% for the following three years. Next, observe the line for youth age 17 in 1991. It starts at about 10%, reaches about 30% one year later (when those youth are about age 18), then hovers at that same level for the next two years. Next, observe the line for youth age 16 in 1991. Similarly, it peaks when those youths reach age 18 (about two years later), then stabilizes temporarily at about 30%.

The second factor shown on this graph is that youth who are age 19-21 at the time of SELF Program service provision differ significantly from the youth age 18 and under at the time of service provision. The older youth, generally not entitled to county social services, are less reliant on public assistance both at completion of service and during the following three years.

Graph N



Graph N, based also on Sample II youth, summarizes AFDC usage over the course of nearly three years following SELF Program service provision. Use of AFDC is summarized separately for "metro" clients served (by Hennepin County and Ramsey County) and "non-metro" clients served (by all other counties in Minnesota). This graph shows that for SELF Program clients served, the stereotype of concentrated AFDC use in major metropolitan areas is inaccurate. AFDC use during the three years following SELF Program service provision is almost identical for youth from the major metropolitan area and for youth from all other areas of Minnesota.

SECTION VII.

RECOMMENDATIONS

Section VII. RECOMMENDATIONS

Based on the experience of county staff, information provided in year end reports from counties and private agencies, and information received directly from youth, the following recommendations are made for change at: A) the federal level, and B) the state program level.

A. FEDERAL LEVEL RECOMMENDATION

1. Give Minnesota the option to expand IV-E-IL eligibility to serve any youth age 16 to 21 who has received publicly funded social services at any time in their life.

2. Supplement or replace the 90-day client follow-up requirement with a one-year client follow-up requirement. This long-term follow-up information should consist of public assistance data only, or similar data readily available from state computer systems. Data presented in this report show that client gains in independent living measures become prominent no sooner than one year after completion of service. 90-day follow-up measures generally do not show these significant gains, based on Minnesota's experience.

B. STATE LEVEL RECOMMENDATIONS

1. Expend the FFY 1994 allocation and approximately one quarter of the FFY 1995 allocation by September 30, 1995. This process will continue in each of the next two fiscal years to synchronize the SELF Program with the federal spending cycle (this now has begun).

2. Provide allocations for counties on the calendar year instead of the Federal Fiscal Year (this now has begun).

3. Require counties to apply for allocation through the Community Social Services Act. This integrates the planning for Independent Living Program with other social service programs (this now has begun).

4. Provide five one-day regional workshops for youth workers on special adolescent services topics.

5. Conduct an assessment of needs and develop Requests for Proposals for new urban grantee programs.

6. Explore the possibility of a statewide Youth Advisory Council.

7. Send ten youth and three adults to the National Youth Leadership Development Conference (pending announcement of conference).

8. Increase collaborative efforts with other divisions in the Department of Human Services and with other state agencies to improve the comprehensiveness of youth services.

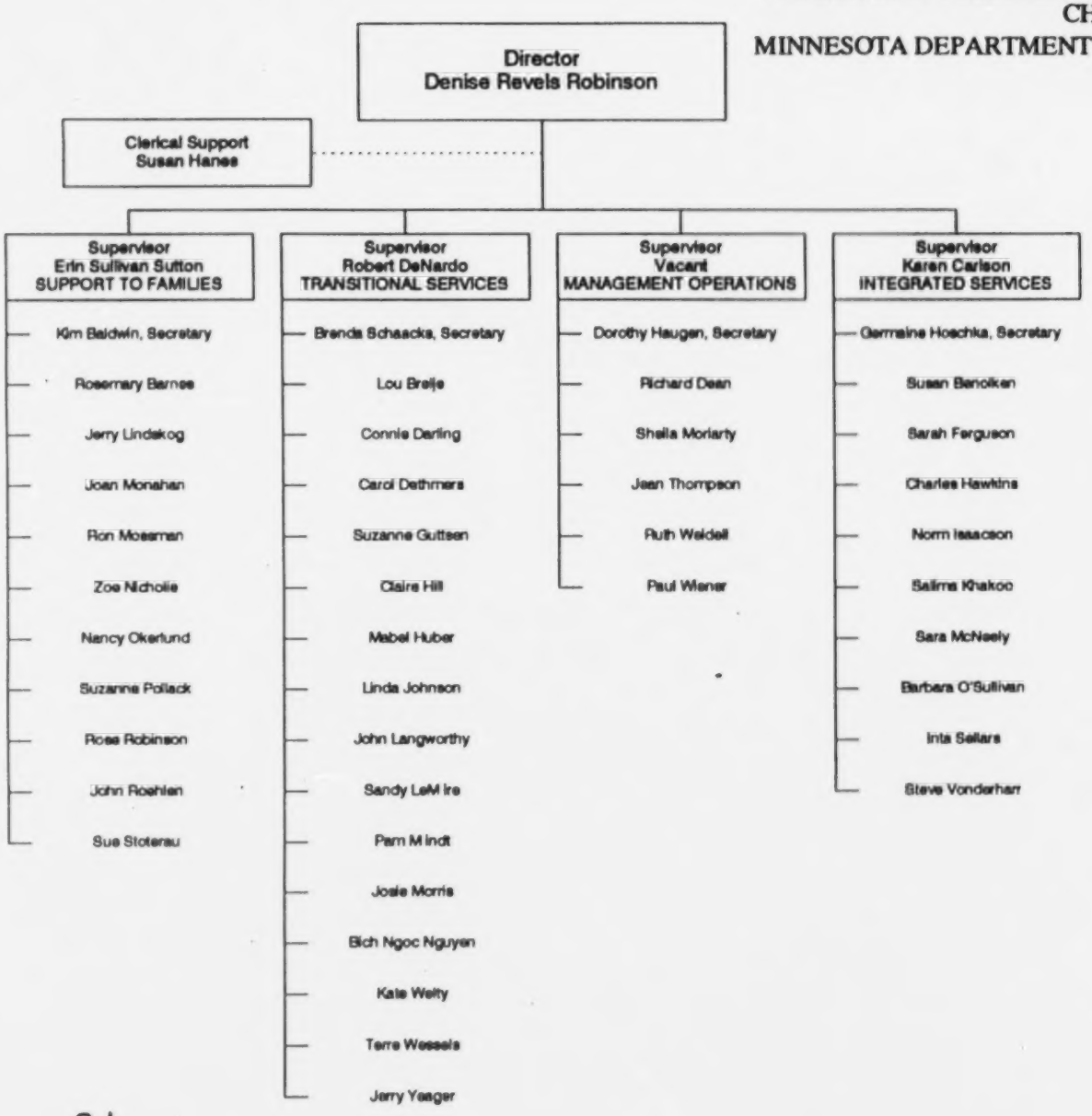
9. Work with the Licensing Division to design and implement a licensing process for transitional housing.

10. Develop and carry out strategies to improve coordination between SELF programs, Jobs and Training services and low income/transitional housing programs at the county level.

APPENDIX A.

Minnesota Department of Human Services
Family and Children's Services Division
Organizational Chart

FAMILY AND CHILDREN'S SERVICES DIVISION
CHILDREN'S INITIATIVE
MINNESOTA DEPARTMENT OF HUMAN SERVICES
December, 1994



APPENDIX A.
Minnesota Department of Human Services
Family and Children's Services Division
Organization Chart

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APPENDIX B.

SELF Data Collection and Evaluation Forms

SELF Client Data

Complete form on all youth served.
USE NUMBER TWO PENCIL.
Please do not fold

Last Name | **First Name** | **MI**

Date of Birth

Month	Day	Year

County Information

County Number:

County:

Worker:

Date:

Is Youth a Parent?

○ Yes ○ No

Number of Children

○ 1 ○ 2 ○ 3 or more

Is Youth Married?

○ Yes ○ No

Race/Ethnicity

- ○ Asian
- ○ African American
- ○ Hispanic
- ○ American Indian
- ○ White
- ○ Other _____

Was Youth Served by a SELF Grantee? If so,

Agency Name _____

_____

_____

FOR STATE USE ONLY

Sex

- ○ Male
- ○ Female

Placement Status

- ○ State Ward
- ○ Voluntary Placement
- ○ Court Ordered Placement
- ○ RUM
- ○ Not in Placement

Services Provided to Youth

- ○ ILS Group Training
- ○ Retreat/Conference/Workshop
- ○ Individual ILS Training
- ○ Camp/Adventure Challenge
- ○ Driver's Education
- ○ Educational Referrals/Expenses
- ○ Job Experience through SELF
- ○ Purchased Goods, Not for School
- ○ Stipends/Incentive Payments
- ○ Other _____

Total Time in Substitute Care

- ○ <6 months ○ 3-5 years
- ○ 6-12 months ○ 5-7 years
- ○ 1-3 years ○ >7 years

School

- ○ Graduated High School
- ○ Dropped Out of High School
- ○ Completed GED
- ○ Working on GED
- ○ In Special Ed Program
- ○ In Alternative High School
- ○ In Regular High School
- ○ In College
- ○ In VoTech

Highest Grade Level Completed

- ○ 8 ○ 11 ○ 14
- ○ 9 ○ 12 ○ 15
- ○ 10 ○ 13 ○ 16

Disabling Condition of Youth

- ○ Developmental Disabilities
- ○ Hearing/Speech/Sight
- ○ Specific Learning Disability
- ○ Emotional/Behavioral Disability
- ○ Chemical Dependency
- ○ Other _____

Current Living Arrangement

- ○ Foster Home
- ○ Group Home _____
- ○ Residential Treatment _____
- ○ Emergency Shelter _____
- ○ Correctional Facility _____
- ○ Birth Parent(s)
- ○ Relatives
- ○ Independent
- ○ Other _____

DHS 3091 (7-93)

Minnesota Dept. of Human Services / Family and Children's Services Division
444 Lafayette Road / St. Paul, MN 55155-3832

APPENDIX B.
SELF Data Collection
and Evaluation Form #2

SELF PROGRAM EVALUATION

YOU WILL GET $50.00 IF YOU COMPLETE AND RETURN THIS QUESTIONNAIRE AND TWO MORE LIKE IT DURING THE NEXT YEAR!!! (Read the back of this page for more information.)

Recently, you were helped by a program called SELF (or "Independent Living Initiative") which is to prepare you and other young people for independent living. If you do not know what help you got from the SELF program, ask or call your county social worker first. Then please rate below the quality of help you got from the SELF program, and on the lines below explain what you liked or didn't like about the help.

☐ Excellent ☐ Very Good ☐ Okay ☐ Fair ☐ Poor

Would you be willing to talk with me later about how the SELF program may or may not have helped you?

☐ Yes ☐ No

In order to mail your money and the next questionnaire to you, we need to know your name and address and a phone if possible. They will be kept confidential and not reported to anyone.

Your Name:	Birthdate: ___/___/___	Sex: ☐ Male ☐ Female	Phone Number (Include area code):
Street Address:			
City:	State:	ZIP Code:	

Someone who will know how to reach you if you move.

Name:	Phone Number (Include area code):
Street Address:	
City:	State: ZIP Code:

Another person who will know how to reach you if you move:

Name:	Phone Number (Include area code):
Street Address:	
City:	State: ZIP Code:

TURN TO OTHER SIDE

MS-0225/DF (3-92)

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Current Work Status

- ☐ Employed full time
- ☐ Employed part time
- ☐ Student
- ☐ Homemaker
- ☐ Unemployed, looking for work
- ☐ Unemployed, not looking for work
- ☐ Other _____

Race / Ethnicity

- ☐ Asian
- ☐ African American
- ☐ Hispanic
- ☐ American Indian
- ☐ White
- ☐ Other _____

School

- ☐ Graduated High School
- ☐ Dropped out of High School
- ☐ Completed GED
- ☐ Working on GED
- ☐ In Special Ed Program
- ☐ In Alternative High School
- ☐ In regular High School
- ☐ In College
- ☐ In VoTech
- ☐ Other _____

Current Living Arrangement

- ☐ Foster home
- ☐ Group home
- ☐ Residential treatment
- ☐ Emergency shelter
- ☐ Correctional facility
- ☐ With birth parents
- ☐ With relatives
- ☐ Independent (room, apt, etc)
- ☐ Other _____

Please check any public assistance you currently receive:

- ☐ General Assistance (GA)
- ☐ Aid to Families with Dependent Children (AFDC)
- ☐ Medical Assistance (MA)
- ☐ Food stamps
- ☐ Other _____
- ☐ Currently I am not receiving any public assistance.

Mail this completed questionnaire to: ☞

Paul Wiener
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832

Phone me at (612) 296-5983 if you have any questions.

We will send you a check for **$5** after we receive this completed questionnaire. We will mail another questionnaire like this after three months to the address you gave us. We will send you a check for **$15** when we get that second questionnaire from you. We will send you a third questionnaire after about one year. We will send you a check for **$30** when we get that back from you. You do not have to complete the questionnaires and receive the checks. But for helping us improve our service, we hope this $50 you can earn will add to your own success in independent living.

Sincerely,

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APPENDIX C.

SELF Newsletters

October 1993

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (612) 297-3635

PERMANENT AUTHORIZATION FOR INDEPENDENT LIVING SERVICES

The nation has finally made a permanent commitment to prepare youth in substitute care for independent living. When the 1993 Budget Bill passed on August 6th, it carried with it the permanent authorization of 70 million dollars for nation wide independent living services.

1994 ALLOCATION AMOUNTS DETERMINED

Beginning January 1, 1994 counties will operate their SELF programming based on a calendar year.

DHS allocated $750,000 to counties for their 1994 SELF programs.

Three-fourths of this amount was allocated based on each county's Substitute Care Reports to DHS indicating an unduplicated count of youth, ages 16-21 in out of home placement at least one day during calendar year 1992.

One-fourth of the amount was allocated based on the number of youth served by each county during program year 1992-93. We determined the number of youth served by counting the client data forms submitted by each county.

1994 allocation amounts for each county are listed on the attached page.

Allocations will be disbursed to counties in equal quarterly checks, beginning January, 1994. Funds must be spent by December 31, 1994.

REGISTRATION FOR SELF "YOUTH IN TRANSITION" CONFERENCE

The annual SELF conference entitled "Youth In Transition" is scheduled to take place on November 1-2, 1993, at Riverwood Conference Center.

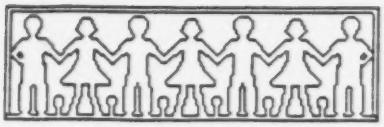
The conference has a lot to offer this year including opening and closing general sessions, 17 workshops, and an evening youth theater group presentation.

Please register as soon as possible. The conference fills to capacity every year, and people attempting to register late may be turned away.

Please remember that a check made out to Riverwood Conference Center must accompany registration forms.

1994 SELF-ALLOCATION AMOUNT

COUNTY NAME	ALLOCATION	COUNTY NAME	ALLOCATION
Aitkin	$ 5,580	Marshall	$ 3,811
Anoka	$ 30,978	Meeker	$ 5,942
Becker	$ 9,380	Mille Lacs	$ 4,151
Beltrami	$ 10,546	Morrison	$ 6,709
Benton	$ 6,731	Mower	$ 7,345
Big Stone	$ 675	Nicollet	$ 7,561
Blue Earth	$ 10,269	Nobles	$ 4,266
Brown	$ 5,616	Norman	$ 2,475
Carlton	$ 9,270	Olmsted	$ 14,757
Carver	$ 9,546	Otter Tail	$ 11,887
Cass	$ 10,002	Pennington	$ 2,581
Chippewa	$ 1,800	Pine	$ 6,951
Chisago	$ 7,349	Pipestone	$ 6,388
Clay	$ 9,664	Polk	$ 7,681
Clearwater	$ 3,145	Pope	$ 3,352
Cook	$ 2,020	Ramsey	$ 61,020
Cottonwood	$ 4,817	Red Lake	$ 556
Crow Wing	$ 11,712	Redwood	$ 6,061
Dakota	$ 29,008	Region VIII	$ 10,216
Dodge	$ 3,145	Renville	$ 6,714
Douglas	$ 4,473	Rice	$ 8,947
Faribault-Martin	$ 9,002	Rock	$ 1,800
Fillmore	$ 1,456	Roseau	$ 3,595
Freeborn	$ 11,145	St. Louis	$ 40,801
Goodhue	$ 7,791	Scott	$ 6,388
Grant	$ 1,125	Sherburne	$ 4,932
Hennepin	$109,588	Sibley	$ 2,925
Houston	$ 3,031	Stearns	$ 11,934
Hubbard	$ 8,057	Steele	$ 7,445
Isanti	$ 7,561	Stevens	$ 1,685
Itasca	$ 15,041	Swift	$ 3,348
Jackson	$ 3,701	Todd	$ 7,336
Kanabec	$ 3,472	Traverse	$ 1,575
Kandiyohi	$ 9,987	Wabasha	$ 4,045
Kittson	$ 1,566	Wadena	$ 4,835
Koochiching	$ 7,005	Waseca	$ 4,936
Lac Qui Parle	$ 1,350	Washington	$ 14,223
Lake	$ 6,140	Watonwan	$ 4,032
Lake of the Woods	$ 1,685	Wilkin	$ 2,475
Le Sueur	$ 6,012	Winona	$ 4,927
McLeod	$ 4,376	Wright	$ 16,751
Mahnomen	$ 2,475	Yellow Medicine	$ 3,352



SELF YOUTH ATTEND NATIONAL YOUTH LEADERSHIP CONFERENCE IN DENVER

At the invitation of SELF staff, eighteen youth applied for the opportunity to attend a Youth Leadership Conference in Estes Park, Colorado in September of 1993. Ten youth were chosen by SELF staff to attend the conference and were accompanied by staff from Becker County Social Services, Evergreen House in Bemidji and Arrowhead Economic Opportunity Agency. The SELF program's Educational Opportunity Fund paid all conference expenses.

The following comments are from one of the adults who attended the conference:

"The conference was a great success. Youth attended from 13 states. It was a perfect opportunity to hear youth from throughout our country.

The conference utilized the youth, their life experiences and their knowledge to the fullest. The youth message was loud and clear. We are leaders, we will work for the betterment of ourselves and other youth in our positions. We will work with any agency or people who can make things happen. The youth were very articulate and thought things through very deeply and clearly.

I feel that in order to serve our youth, they need to be deeply involved. The youth know what is needed and they make reasonable statements and requests. They deserve to be part of the decisionmaking process. They know first hand what is needed to help them survive and make it in their world today."

The following comments are from a Bemidji newspaper interview with two youth who attended the conference:

"The whole focus of the conference was on improving the lot of kids who have been placed out of homes.

The youth, all of whom had personal experience in the placement system, basically ran the conference themselves, with some guidance by a facilitator and supervision by local staff.

The conference basically went like this -- the conferees split up into 10 or 12 small groups and came up with things they would change if they could in the placement system. They then prioritized their wish list into a Top 5 list, and met again as a large group, discussed their work, then returned to smaller groups to pick one major problem on which to focus.

The groups discussed goals and strategies to implement that number one goal, then all came together again to work on a publication of recommended changes to be sent to Congress and other interested parties.

The number one priority in the publication is to create a better support system for social workers who oversee children in placement. It's not that social workers don't care, it's that too often they are swamped by huge caseloads and simply don't have enough time for each child.

It's also vital to change the way children are assigned to foster placement. Kids don't have any input under the current system and their preferences and suggestions are often ignored. The conferees agreed that children must be informed and consulted about their fate throughout the placement process.

Caring social workers are needed who inform kids every step of the way and let kids know the rules. Youth at the conference were saying 'we want your time. We need to feel we are valuable.'

Most youth left the conference with a strong sense of empowerment and desire to affect legislative change."

The Youth In Transition Conference's opening general session will feature a panel of youth who attended the National Youth Leadership Conference. We look forward to hearing about their experience.

FAMILY HOMELESSNESS PREVENTION AND ASSISTANCE PROGRAM

The Minnesota Housing Finance Agency recently reviewed proposals and awarded Homelessness Prevention and Assistance grants to nine counties, agencies and cooperatives in Minnesota. Grants were awarded to:

1. Hennepin County
2. Ramsey County
3. Anoka County
4. Dakota County
5. Ramsey Action Programs in Washington County
6. Central Minnesota Housing Partnership in Chisago and Isanti Counties
7. Kooch-Itasca Action Council
8. Lakeland Mental Health Center, Moorhead & surrounding area
9. Southeastern Minnesota Housing Network - Freeborn, Mower,Fillmore, Winona, Olmsted, Dodge, Steele, Rice, Wabasha & Goodhue Counties

The funds will be used to prevent homelessness by: offering mortgage/rental assistance and counseling to families and youth at risk of becoming homeless; preventing multiple shelter stays by helping families and youth stabilize their employment, housing and finances; shortening the time homeless families and youth spend in shelter programs by offering rental assistance and housing services.

Each of the grantees has included services for homeless youth in their program design! We wish them all success as they initiate these two year demonstration projects. We hope to see many positive outcomes for at-risk families and youth.

If you are interested in learning the names or phone numbers of contact people for these projects, call Suzanne Guttsen, DHS Adolescent Services Program Advisor, at (612) 297-1864.

YOUTHBUILD

The YouthBuild Advisory Committee will meet in October to select and fund two proposals. These grants will fund on-the-job training for youth in the construction of housing for low income families or facilities for programs such as battered women shelters, transitional housing or child care centers. Grantees will be required to provide educational and youth leadership activities in conjunction with job training.

This is an exciting new opportunity for Minnesota youth. We will keep you updated as programs are funded and implemented.

DID YOU KNOW???????

In 1990, handguns killed.....

22 people in Great Britain
13 in Sweden
91 in Switzerland
87 in Japan
10 in Australia
68 in Canada

and 10,567 IN THE UNITED STATES!

THE RIGHT STUFF: INDEPENDENT LIVING STAFF QUALITIES AND STYLE

Who is best suited to work in independent living programs? What combination of education, experience, personal qualities and individual style constitute the "right stuff"? Direct service staff are expected to engage, teach, support, and counsel independent living clients. Having the right staff is critical to the success of any independent living program.

A national survey was conducted to gain a clearer understanding of what constitutes the "right stuff". The survey asked both program administrators and clients to identify the staff qualifications, personal qualities and style that are most important for independent living and transitional living programs.

Thirty independent living and transitional living programs were selected to participate in the study. Responses were elicited from both adolescent clients participating in the programs, and program administrators.

Program administrators and clients share many common beliefs and insights about the qualities and style that make a successful worker. Both groups believe that education and experience are important. They also believe that flexibility, a mix of humor and seriousness, an amount of self-disclosure, and an ability to set clear boundaries, are important qualities for a worker.

There are also noteworthy differences between what administrators believe works with clients and what clients experience. The primary area of difference requires interpersonal and caring quality. While administrators and programs naturally see their focus as the provision of services to clients (teaching of skills, counseling, etc.), clients feel the primary focus, especially in the beginning, should be on the development of a relationship between client and worker. The relationship or rapport that is established allows the client to learn and accept whatever it is the worker has to offer.

Another difference has to do with the age of a worker. While the majority of administrators sought staff older than 30, the clients overwhelmingly preferred staff under 30.

While administrators and programs strive to achieve cultural sensitivity and competence by hiring staff that match the ethnicity and gender of their clients, the clients feel it is much less important than having a worker who cares and is competent.

In the end, program administrators have to make the final call regarding what they believe to be best for their own programs. Having the "right stuff" is relative to the clients, community, program design, and what needs to be accomplished.

There are several important issues for administrators and workers to consider.

1. **Flexibility** - Because clients, situations, and behaviors vary, a worker must be flexible in how s/he thinks, responds, manages, and interacts.

2. **Ability to Connect** - Clients felt that if a worker cannot connect with them, s/he is unable to work successfully with them. If the candidate cannot connect with you in the interview, think about how s/he will work with different clients.

3. **Clarity of Expression** - Prospective workers should possess the ability to be clear, open, and honest in their communication.

4. **Interpersonal Skills** - Trust your instincts. If there is something about a candidate that doesn't satisfy you, conduct an additional interview, get input from others, or eliminate the candidate.

5. **Gender and Ethnicity** - While it is desirable to hire for a race and gender match, the clients in this survey felt it was less important than hiring staff who are competent, caring, and sensitive to clients.

6. **Skill** - This means more than having just lived or experienced independence. One must possess the ability to teach it in a way that makes sense and is usable to the client.

7. **Personal Stuff** - Everyone agrees on the need for boundaries. Some degree of self-disclosure, however, may be healthy. Clients need to realize that we all have difficulty coping in the adult world. However, the establishment of boundaries are important. Beware of staff who get their own issues mixed up with the client's issues.

DECEMBER 1993

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 612/297-3635

1994 TRAINING FOR SELF PROGRAM COORDINATORS GROUP WORK WITH SELF CLIENTS

WILDER FOREST JANUARY 26 - 28, 1994

WORKSHOP OVERVIEW:

The focus of this workshop is to provide training on effective client recruitment and use of group work to prepare adolescents for independent living.

Workshop participants will take home specific plans on how to organize a SELF program, secure the commitment of participating youth, provide fun and meaningful group learning experiences, and use existing community resources.

WHO SHOULD ATTEND:

- **Workers designated as the County SELF Coordinator**
- **Workers hired by the County or private agency to provide independent living skills training**
- **Program volunteers**
- **Workers who provide direct services to youth in preparation for independent living**
- **New and experienced workers**

Facilitators: Claire Hill, DHS Program Advisor, SELF Program
Lyle Johnson, Human Services Consultant and Trainer

There is no fee for the workshop. The County or private agency is responsible for paying salary and transportation costs for participants.

REGISTRATION FORM IS ATTACHED.
REGISTRATION DEADLINE IS JANUARY 19.

This will be the tenth SELF coordinators' workshop held at Wilder Forest. Comments from last year's participants include:

WHAT I LEARNED FROM THIS WORKSHOP:

- *new activities and ideas for groups*
- *a feeling of support from networking with other SELF Coordinators*
- *the importance of enthusiasm*
- *ideas on how to organize my groups and seminars*
- *resources - - people, books, videos, games*
- *how the SELF program is operated - rules and regulations*
- *how experiential learning can be used effectively, the importance and value of experiential learning*
- *there are other people with the same questions and uncertainty*
- *people have planned things that flopped and it was okay*
- *to lead, not control - to listen to others*
- *how playing games can bring a group together*
- *networking, new resources, lots of creative ideas and positive energy*
- *it was nice to hear from people who had already run this program and to gain knowledge from their experiences, successes, and failures*
- *good contacts for support, encouragement, and feedback*

REGISTRATION
SELF COORDINATORS' WORKSHOP

WILDER FOREST

JANUARY 26 - 28, 1994

NAME:_____ **PHONE:**_____

COUNTY OR AGENCY:_____

ADDRESS:_____

_____

MOST IMPORTANT ISSUE YOU WOULD LIKE ADDRESSED AT THE WORKSHOP:_____

_____

WE ASSUME YOU WILL ATTEND THE ENTIRE WORKSHOP AND STAY OVERNIGHT AT WILDER. IF THIS IS NOT THE CASE, INDICATE YOUR PLANS HERE:_____

_____

The workshop begins on Wednesday, January 26, at 9:30 a.m. and concludes with a noon lunch on Friday, January 28.

NOTE: ***We will stay in the Sun Lodge, a facility designed for group living. Rooms are shared by several persons. Restrooms are not attached to sleeping rooms, so you may want to bring a robe. Bedding, towels, and soap are provided.***

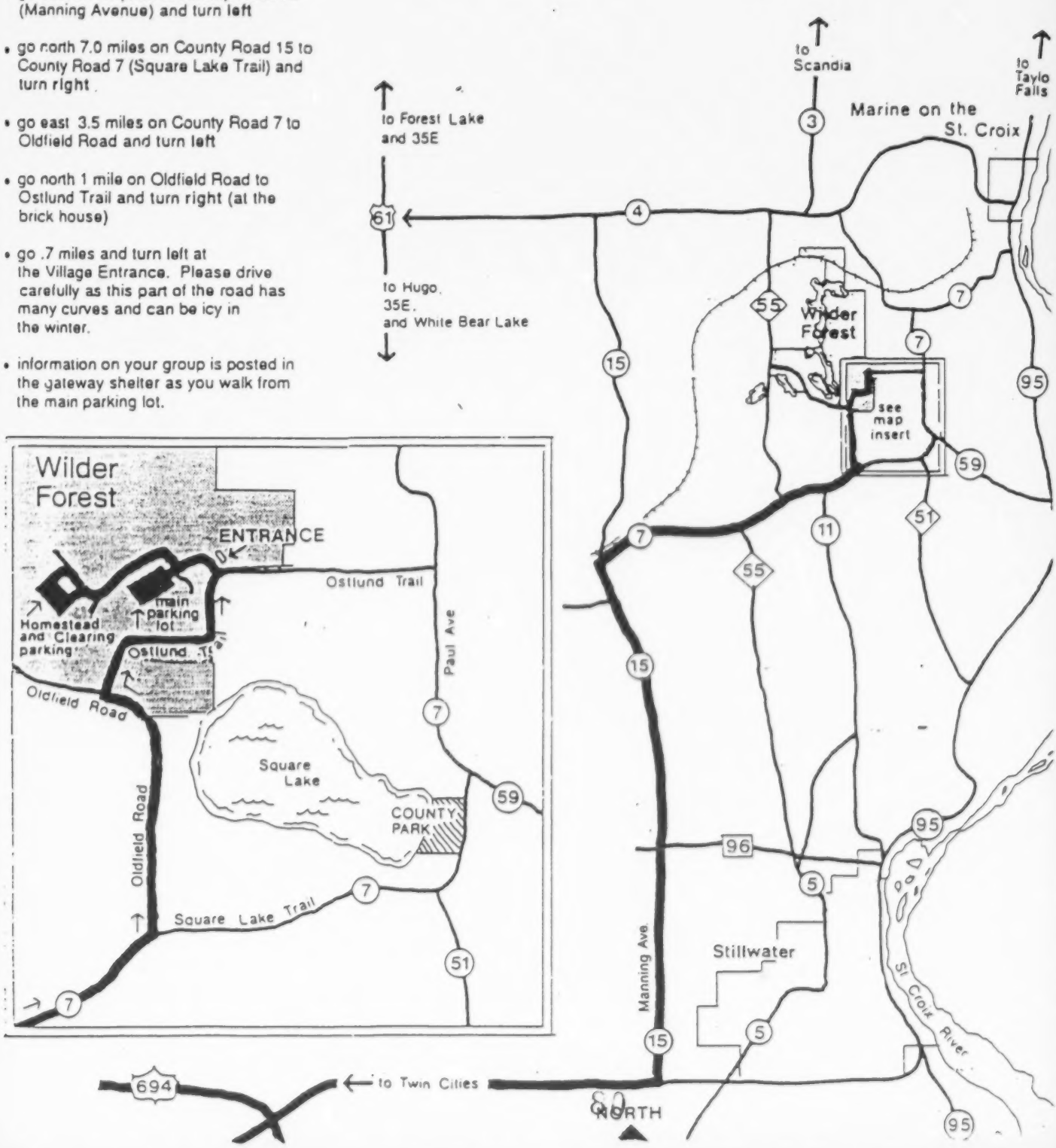
Wilder is a comfortable modern center with lighted trails and comfortable meeting rooms. You may wish to go hiking in the forest, so bring walking shoes or boots. In any case, casual clothing is the way to go. See you at Wilder!!!

RETURN TO: **Claire Hill**
Department of Human Services
Human Services Building
444 Lafayette Road
St. Paul, MN 55155-3832
(612) 296-4471

Directions to the Wilder Forest Village

(a 40-minute drive from St. Paul)

- go east on Hwy. 36 to County Road 15 (Manning Avenue) and turn left
- go north 7.0 miles on County Road 15 to County Road 7 (Square Lake Trail) and turn right
- go east 3.5 miles on County Road 7 to Oldfield Road and turn left
- go north 1 mile on Oldfield Road to Ostlund Trail and turn right (at the brick house)
- go .7 miles and turn left at the Village Entrance. Please drive carefully as this part of the road has many curves and can be icy in the winter.
- information on your group is posted in the gateway shelter as you walk from the main parking lot.



MARCH 1994

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 612/297-3635

REMINDER: AVAILABILITY OF ADDITIONAL FUNDING

Two options are currently available for additional funding of youth services.

1. County social service agencies should refer to Request Bulletin #93-68N for information on a Supplemental Allocation for the FFY 1994 SELF Program. Up to $7,000 may be requested for direct service to SELF eligible youth. An application form is attached to the Bulletin. Applications will be accepted any time between April 1 and August 1, 1994.

2. Counties should refer to Request Bulletin #93-68N for information on Educational Opportunity Funds for individual SELF eligible youth. Funds from $400 to $2,000, must be used for an educational experience for a youth. Applications will be accepted continuously until August 1, 1994.

EVALUATION OF SELF PROGRAM ACTIVITIES -- INCLUDING $50 FOR EACH YOUTH

Because the SELF Program is federally funded and certain data collection and reporting are required, counties and grantees are asked to complete a SELF Client Data form on each youth served and a final program report at the end of the federal fiscal year.

The federal government also requires a report on the results achieved 90 days after participants complete SELF Program services. The attached questionnaire is designed to get this information directly from youth.

Social workers, SELF Coordinators, and grantee agency staff should mail or give this questionnaire to all youth served who, according to your best estimate, may not receive SELF funded services in the future.

Each youth should complete the questionnaire and return it to the SELF Program Evaluator, Paul Wiener. Youth will receive $50 for returning three completed forms mailed to them later. All follow-up with youth will be done by the DHS SELF staff.

Please call Paul Weiner at (612) 296-5983 to request forms and to ask any questions.

UPCOMING TRAINING EVENTS

1. Tricks Aren't for Kids: Juvenile Prostitution Prevention Training will be

presented by Connie Sponsler, Juvenile Prostitution Prevention Director at Women Hurt In Systems of Prostitution Engaged in Revolt (WHISPER). This workshop is designed to help social workers and youth workers talk with teens about prostitution, sex-for-trade, and "stripping." Practical ways of talking to kids about these issues as a method of prevention will be a major emphasis of the workshop. Dates and sites for the one day training sessions are:

April 6	St. Paul
April 12	Moorhead
May 4	Albert Lea
May 17	St. Cloud

The training is free to participants.

If you have not already received information and registration materials for this workshop, please contact Claire Hill at (612) 296-4471.

2. Trainers Exchange - A Workshop for SELF Program Coordinators and Grantees, sponsored by Claire Hill, DHS Program Advisor, SELF Program, will be held April 20-22 at Wilder Forest. The three day advanced group training for SELF coordinators and grantees is designed to be an exchange of skills and experiences. Participants will learn from each other by sharing responsibility for the the training.

There is no fee for the workshop. The county or private agency is responsible for paying salary and transportation costs for participants.

For more information or registration materials, please contact Claire Hill at (612) 296-4471.

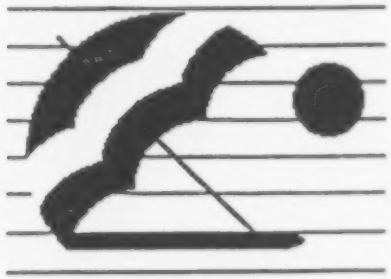
3. Youth in Transition Conference, sponsored by the Department of Human Services Adolescent Services unit, will be held November 7-8, 1994 at Riverwood Conference Center in Monticello. The conference will offer workshops specifically designed for professionals working with youth ages 16 to 21 who are aging out of foster care, homeless and runaway youth, and teen parents.

Planning for the conference will begin in June. Further conference details and registration forms will be mailed in August.

Announcing

1994 NATIONAL YOUTH LEADERSHIP CONFERENCE

For the second year, the National Youth Resource Center will sponsor a Youth Leadership Development Conference for youth, ages 16 to 21, who have been in out of home care since age 16. The Conference will be held September 8-11, 1994 at the National 4-H Center in Chevy Chase, Maryland. Last year state SELF staff chose 10 youth and 3 adults to attend the conference in Estes Park, Colorado. This summer SELF eligible youth will have the chance to apply for the conference in Maryland. A separate announcement with application forms will be published in July.



SUMMER

1994 MANKATO STATE UNIVERSITY PRE-COLLEGE SUMMER INSTITUTE

SELF eligible youth are encouraged to apply to Mankato State University's Pre-college Summer Institute. If accepted, they can attend at NO COST!

The Institute is a two week program designed to assist in recruiting students of color, to present career opportunities, assess and strengthen basic skills, and to assist in the transition from high school to college. Adult supervision will be provided by resident managers and assistants, who will also serve as role models.

During the two week program, students will live in campus housing. Students will attend daily classes to strengthen writing, math, communication, and computer skills. Other activities include field trips, personal development activities and group dynamics.

The Pre-college Summer Institute will be held July 17 to July 30, 1994. The application deadline is April 29, 1994. The application form is two pages long and should take a youth about a half hour to complete.

For more information and/or application forms, please contact the Mankato State University Ethnic Service Center at (507) 389-6300.

ORPHAN FOUNDATION OF AMERICA SCHOLARSHIPS ARE AVAILABLE

The Orphan Foundation of America, based in Washington, D.C., is offering scholarships to students who are enrolled or accepted in a post-secondary education program. This includes four year colleges, community colleges, trade schools or vocational technical programs. Scholarship amounts are $300, $500, $800 and $1,000.

The Foundation defines an orphan as anyone who has lost the love and care of his or her natural parents, for any reason -- whether through death, abandonment, abuse or neglect -- and has not been adopted.

The required application forms are attached. The application deadline is May 15, 1994.

Minnesota Dept. of Human Services / Family and Children's Services Division
444 Lafayette Road / St. Paul, MN 55155-3832

SELF PROGRAM EVALUATION

YOU WILL GET $50.00 IF YOU COMPLETE AND RETURN THIS QUESTIONNAIRE AND TWO MORE LIKE IT DURING THE NEXT YEAR!!! (Read the back of this page for more information.)

Recently, you were helped by a program called SELF (or "Independent Living Initiative") which is to prepare you and other young people for independent living. If you do not know what help you got from the SELF program, ask or call your county social worker first. Then please rate below the quality of help you got from the SELF program, and on the lines below explain what you liked or didn't like about the help.

☐ Excellent ☐ Very Good ☐ Okay ☐ Fair ☐ Poor

_____

_____

_____

_____

Would you be willing to talk with me later about how the SELF program may or may not have helped you?

☐ Yes ☐ No

In order to mail your money and the next questionnaire to you, we need to know your name and address and a phone if possible. They will be kept confidential and not reported to anyone.

Your Name:	Birthdate: ___/___/___	Sex: ☐ Male ☐ Female	Phone Number (Include area code):
Street Address:			
City:	State:	ZIP Code:	

Someone who will know how to reach you if you move.

Name:	Phone Number (Include area code):	
Street Address:		
City:	State:	ZIP Code:

Another person who will know how to reach you if you move:

Name:	Phone Number (Include area code):	
Street Address:		
City:	State:	ZIP Code:

TURN TO OTHER SIDE

Current Work Status

- ☐ Employed full time
- ☐ Employed part time
- ☐ Student
- ☐ Homemaker
- ☐ Unemployed, looking for work
- ☐ Unemployed, not looking for work
- ☐ Other _____

Race / Ethnicity

- ☐ Asian
- ☐ African American
- ☐ Hispanic
- ☐ American Indian
- ☐ White
- ☐ Other _____

School

- ☐ Graduated High School
- ☐ Dropped out of High School
- ☐ Completed GED
- ☐ Working on GED
- ☐ In Special Ed Program
- ☐ In Alternative High School
- ☐ In regular High School
- ☐ In College
- ☐ In VoTech
- ☐ Other _____

Current Living Arrangement

- ☐ Foster home
- ☐ Group home
- ☐ Residential treatment
- ☐ Emergency shelter
- ☐ Correctional facility
- ☐ With birth parents
- ☐ With relatives
- ☐ Independent (room, apt, etc)
- ☐ Other _____

Please check any public assistance you currently receive:

- ☐ General Assistance (GA)
- ☐ Aid to Families with Dependent Children (AFDC)
- ☐ Medical Assistance (MA)
- ☐ Food stamps
- ☐ Other _____
- ☐ Currently I am not receiving any public assistance.

Mail this completed questionnaire to: ☞

Paul Wiener
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832

Phone me at (612) 296-5983 if you have any questions.

We will send you a check for $5 after we receive this completed questionnaire. We will mail another questionnaire like this after three months to the address you gave us. We will send you a check for $15 when we get that second questionnaire from you. We will send you a third questionnaire after about one year. We will send you a check for $30 when we get that back from you. You do not have to complete the questionnaires and receive the checks. But for helping us improve our service, we hope this $50 you can earn will add to your own success in independent living.

Sincerely,

Date received: _____

Applicant's Name: _____ State: _____ Age: _____ DOB: _____

For College Bound, Please Check One:

Next Year I will be a ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

☐ Past OFA Recipient ☐ New Applicant

Major: _____ Annual Tuition: $ _____ Approximate Living Expenses: $ _____

Next year will you receive any state foster care support? ☐ Yes ☐ No
(Please Provide Amount) $ _____ (Do not include state scholarship funds.)

SCHOLARSHIP APPLICATION

DEADLINE: MAY 15

Copies of this application can be made - it is four pages when complete

If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with...success.

– Henry David Thoreau

Begun in 1986, the OFA Scholarship Fund offers awards from $300-$1,000 for academic or vocational training beyond high school to foster and former foster youth to age 25 years. Applicant must not have been adopted. Total amount and number of scholarships awarded has increased every year since the first year.

ORPHAN FOUNDATION of America

1500 Massachusetts Avenue, N.W.
Suite 448
Washington, D.C. 20005

OFA OFFICE USE ONLY: ASSIGNED TO COMMITTEE MEMBER

Application Complete: ☐

Application incomplete missing: ☐ OFA application ☐ School acceptance ☐ Essay
☐ Federal aid proof ☐ SW cover letter ☐ Transcript

Date Student and SW Notified: _____

Level: ☐ V ☐ N ☐ L Amount received from OFA in past_____ Next year _____

ORPHAN FOUNDATION OF AMERICA
1994 SCHOLARSHIP PACKET

Please discard all out of date applications

An annual award of $300, $500, $800 or $1,000 to 50 FOSTER AND FORMER FOSTER YOUTH for post-secondary academic, undergraduate studies or vocational studies, available across the United States. Students must be under 25 years of age and unmarried.

The application process requires the ACTIVE PARTICIPATION OF BOTH THE APPLICANT AND SOCIAL WORKER/AGENCY STAFF. The social worker must write a validating cover letter; this letter has power to influence the committee. The social worker should ascertain that the student's goals are appropriate; the committee will look for realistic goals, relative need and support, and prior performance to some degree. The social worker should also ascertain that youths are not deceived by unaccredited training programs.

IF the student is a prior recipient and only if the student is a prior recipient and has aged out of foster care, the accompanying letter can be from faculty at the applicant's school, an adult who knows the applicant well, an employer, faculty advisor, or other.

The applicant attending college must write a 400-500 word essay, typed, double-spaced, with name, page number, social security # on each page, on "How my Orphan Foundation Scholarship Helped Me Last Year" or "Introducing Me". Each year of application requires a new essay. A "C" average in high school is necessary and must be maintained during college.

A student attending a technical/vocational program must write a paragraph on "Why I want to be a...". This paper must have a name and social security number. It may be hand-written but must be legible.

Deadline is May 15. We expect hundreds of applications; one factor considered is date received. All documentation must be received by deadline. Notification by mid-July. Awards are paid one half each, fall and spring. Students must remain in school until completion of training or to second semester to receive balance of monies.

ANSWER EACH QUESTION TO THE BEST OF YOUR ABILITY. TO BE CONSIDERED THE APPLICATION MUST BE COMPLETE.

APPLICANT/STUDENT DATA

Who is filling out this form?: _____

What is your relationship to this applicant?: _____

Sex: ☐ F ☐ M

- Are You Currently Living In?

☐ Your Own Apartment - Amount of Rent? _____
☐ A Foster Family Home
☐ A Group Home
☐ School Dorm
☐ Other Please Explain _____

Will you continue to live in present arrangement while in school? _____

- Predominant Ethnic Background Optional Information:

☐ American Indian
☐ African American
☐ Asian
☐ Hispanic
☐ Non-Hispanic White

SCHOLARSHIP DATA (REQUIRED)

- Enrollment Status:
  - ☐ Pell Grant
  - ☐ Work Study
  - ☐ Student Loans
  - ☐ Sports Scholarships
  - ☐ Other _____
- Has Applicant Received Any Notification Yet? _____

  Amount Received: $ _____ Estimated Graduation Date: _____
- Enrollment Status:
  - ☐ Full-time
  - ☐ Part-time

  # of Class Hours per Week _____

If attending Technical School, what is the length of your training program? _____

SOCIAL WORKER/COUNSELOR DATA

Name: _____

Agency Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

A cover letter from a social worker MUST accompany this application on OFFICIAL letterhead.

This letter should contain some background information (as confidentiality allows); this letter does have weight in influencing the selection committee. Please describe applicant, the likelihood of their success, and how you feel the OFA funds will make a difference for this person. Also detail agency, foster family, friends or relatives moral or financial support.

- Years Applicant Has Been:

  With Your Agency? _____

  In Foster Care? _____

  Other? Please Explain: _____

  _____
- Is Client Still Served By Foster Care? ☐ No When Did It Stop? _____

  ☐ Yes Until _____

TYPE OR PRINT NEATLY
ALL INFORMATION IS REQUIRED. PLEASE ANSWER ALL QUESTIONS

Applicant Name: Mr./Ms. _____

Social Security Number: _____

Phone: Day _____ Evening: _____

Current Address: _____

City, State, Zip: _____

Please tell us about yourself, be as specific as possible. Circle on the list below any of the hobbies and interests that describe you. The list is only a beginning, you should add your own on either the lines provided or staple a more complete profile to your essay. You are welcome to write it in a paragraph or list form.

computers, autos, cooking, writing, photography, dance, theater, bicycling, hiking, swimming, etc. _____

religious affiliation _____

favorite subject or special interest _____

foreign language interest _____

music preference _____

musical instrument played _____

sports _____

books read in the last three months _____

the last three movies seen _____

favorite television shows _____

Student's address at college: (If known at this time) _____

_____

This information is important. This is where your check will be sent if you are awarded a scholarship!

Name of College or Technical School: _____

Financial Aid Office Address: _____

Telephone #: _____

Semester/Term Dates: _____

Will you allow a photograph to be published or release your name for publication? ☐ Yes ☐ No

If yes, please include photo with application.

HAVE YOU INCLUDED:

- ☐ Four page Scholarship Application
- ☐ Your essay or paragraph
- ☐ Social Worker's cover letter
- ☐ Proof of acceptance/enrollment in school
- ☐ Copy of high school or college transcript
- ☐ SAT scores, if available
- ☐ Copy of application for federal financial aid and/or Student Aid Report
- ☐ List of hobbies and interests

Applicant's Signature: _____

JOB PROGRAMS FOR YOUNG PEOPLE

FACT SHEET

What's the largest government jobs program for young people?

The program is called the Summer Youth Employment and Training Program and it is provided through the federal Job Training Partnership Act. It serves Minnesota young people who are ages 14-21 and who are from low-income families as well as serving Minnesota employers.

What services does the program provide?

The program offers a variety of services including: basic skills training, remedial education, vocational counseling, on-the-job training, job-seeking help and full- or part-time summer jobs.

What are the benefits to employers?

- **Referral of pre-screened, job-ready young people** who are available immediately, saving the time and expense of advertising.
- **Reimbursement of up to half the wages** paid an employee during on-the-job training. If the employer is in the public sector, the program may pay the youth's entire wages.
- **Tax credits** on wages paid to certain workers.
- **Customized training** — at no cost to employers — for young people hired for specific jobs.

Who operates the program?

The program is operated locally by youth employment coordinators. *See Local Contacts on the other side of this fact sheet.* The Governor's Job Training Council allocates funding for the program from a federal grant of approximately $7 million. The State Job Training Office in the Minnesota Department of Jobs and Training administers program funds.

What other government job programs help young people?

In addition to the federally funded summer youth employment program, the state of Minnesota operates the Minnesota Youth Program, the State Agency Summer Jobs Program and the Minnesota Conservation Corps.

What's the Minnesota Youth Program?

The Minnesota Youth Program provides jobs and training throughout the year for young people, ages 14-21. Jobs may be part-time or full-time. Employers may receive tax credits.

What's the State Agency Summer Jobs Program?

The program provides summer jobs in state agencies for Minnesotans of all ages. First priority for hiring is given to self-supporting students, people who are unemployed heads of households and those from families in which all members are unemployed. Next, the program hires people from families with incomes less than 125 percent of the federal government's lower living standard, which varies according to family size.

What's the Minnesota Conservation Corps?

The Minnesota Department of Natural Resources administers both summer youth and young adult Minnesota Conservation Corps programs, serving ages 15-26. Participants work in conservation jobs such as planning and developing hiking trails, improving wildlife habitats, constructing stairways and foot bridges and maintaining ski trails in state parks.

How do I get more information?

The state-level contact is Kay Tracy, Youth Programs coordinator, State Job Training Office, 690 American Center Building, 150 E. Kellogg Blvd., St. Paul, MN 55101, 612/296-6064, or, toll-free, 800/456-8519. Contact Larry Fonnest at 612/296-6157 for information on the Minnesota Conservation Corps.

Local contacts for the Job Training Partnership Act's Summer Youth Employment and Training Program, the Minnesota Youth Program and the Minnesota Conservation Corps are listed on the back.

Contact your local Minnesota Department of Jobs and Training's Job Service office for further information on the State Agency Summer Jobs Program.

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LOCAL CONTACTS

NORTHWESTERN MINNESOTA

Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau counties
Northwest Private Industry Council
424 N. Broadway, Suite A
Crookston, MN 56716
800/262-6027

NORTHEASTERN MINNESOTA

Aitkin, Carlton, Cook, Itasca, Koochiching, Lake and St. Louis (excluding City of Duluth) counties
Northeast Minnesota Office of Job Training
820 N. 9th St. Room 240
P.O. Box 1028
Virginia, MN 55792
218/749-1274 or 800/325-5332

City of Duluth
Duluth Job Training Programs
332 City Hall
Duluth, MN 55802
218/723-3771

NORTH CENTRAL MINNESOTA

Becker, Hubbard (western), Mahnomen and Otter Tail counties, as well as City of Menahga in Wadena County
Rural Minnesota CEP Inc.
801 Roosevelt Ave.
Detroit Lakes, MN 56501
218/847-2101

Beltrami, Cass (northern), Clearwater, Hubbard (eastern) and Lake of the Woods counties
Rural Minnesota CEP Inc.
1008 Washington Ave.
P.O. Box 1690
Bemidji, MN 56601
218/751-8012

Cass (southern), Crow Wing, Morrison, Todd and Wadena counties
Rural Minnesota CEP Inc.
1919 S. Sixth St.
Brainerd, MN 56401
218/829-2856

Clay and Wilkin counties
Rural Minnesota CEP Inc.
Townsite Center, 810 Fourth Ave. S.
P.O. Box 657
Moorhead, MN 56560
218/233-1541

Douglas, Grant, Pope, Stevens and Traverse counties
Rural Minnesota CEP Inc.
700 Cedar St., Suite 266
Alexandria, MN 56308
612/763-3107

EAST CENTRAL MINNESOTA

Benton and Stearns counties
J.O.B.S. Office
P.O. Box 615
St. Cloud, MN 56302
612/259-3990

Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne and Wright counties
Private Industry Council 5
461 Elm St., Box 579
Annandale, MN 55302
612/274-2650 or 800/284-7425

SOUTHWESTERN MINNESOTA

Big Stone, Chippewa, Lac qui Parle, Swift and Yellow Medicine counties
Montevideo Job Training Office
129 W. Nichols Ave.
P.O. Box 675
Montevideo, MN 56265
612/269-5561 or 800/442-1346

Cottonwood, Jackson, Murray, Nobles and Rock counties
Worthington Job Training Office
919 Fourth Ave.
Box 816
Worthington, MN 56187
507/376-3113 or 800/262-1441

Lincoln, Lyon, Pipestone and Redwood counties
Marshall Job Training Office
109 S. Fifth St.
Marshall, MN 56258
800/227-5027 or 507/537-0548

SOUTH CENTRAL MINNESOTA

Blue Earth County
Employment and Training Office
410 Fifth St. S.
Mankato, MN 56001
507/625-3031

Brown, Le Sueur, Martin, Nicollet, Sibley and Waseca counties
Minnesota Valley Action Council
P.O. Box 3327
Mankato, MN 56001
507/345-4822

Faribault County
Employment and Training Office
216 N. Main St.
Blue Earth, MN 56013
507/526-2240

Watonwan County
Employment and Training Office
Watonwan County Courthouse
St. James, MN 56081
507/375-3341, ext. 202

SOUTHEASTERN MINNESOTA

Dodge, Fillmore, Houston, Mower and Steele counties
SEMCAC, Inc.
Tew Memorial Library Building
P.O. Box 549
Rushford, MN 55971-0549
507/864-7741

Freeborn County
Albert Lea Technical Institute
2200 Tech Drive
Albert Lea, MN 56007
507/373-4398

Goodhue, Rice and Wabasha counties
Goodhue-Rice-Wabasha Citizens Action Council
281 Main St.
Zumbrota, MN 55992
507/732-7391

Olmsted County
Community Action Program
1421 Third Ave. S.E.
Rochester, MN 55904
507/287-2217

Southeastern Minnesota PIC
1530 Highway 52 N.
Rochester, MN 55901
800/543-5627

Winona County
Winona County Jobs and Training
52 E. Fifth St.
P.O. Box 739
Winona, MN 55987
507/457-5460

TWIN CITIES AREA

Anoka County
Anoka County Job Training Center
3008 Highway 65 N.E.
Spring Lake Park, MN 55432
612/784-1800

Carver County
Carver County Community Social Services
Carver County Courthouse
Chaska, MN 55318
612/448-3661, ext. 353

Hennepin and Dakota counties (excluding City of Minneapolis)
Twin Cities Tree Trust
4100 Vernon Ave. S.
St. Louis Park, MN 55416
612/920-9326

City of Minneapolis
Minneapolis Employment and Training Program
310 1/2 City Hall
Minneapolis, MN 55415
612/673-5700

Ramsey County (excluding City of St. Paul)
Ramsey County Job Training Program
Gladstone Community Center
1945 Maryan St.
Maplewood, MN 55109
612/770-8900

City of St. Paul
Center for Youth Employment and Training
215 E. 9th St.
St. Paul, MN 55101
612/228-3284

Scott County
Scott County Employment and Training
Courthouse 300
428 S. Holmes St.
Shakopee, MN 55379
612/496-8539

Washington County
Washington County Job Training Center
14900 61st St. N.
Room 105
Stillwater, MN 55082
612/779-5441 or 779-5440

MINNESOTA DEPARTMENT OF **Jobs and Training**

February 1990
JT-00603-02

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1994 Training for Social Workers and Youth Workers

TRICKS AREN'T FOR KIDS:

JUVENILE PROSTITUTION PREVENTION TRAINING

Workshop overview:

This workshop is designed to help social workers and youth workers talk with teens about prostitution, sex-for-trade, and "stripping." The workshop will include discussion of the myths of prostitution, defining the systems of prostitution, and who benefits from prostitution. Practical ways of talking to kids about these issues as a method of prevention will be a major emphasis of the workshop. Participatory group exercises, lesson plans, and preventive education materials will be available.

About the Trainer:

Connie Sponsler is the Juvenile Prostitution Prevention Director at Women Hurt In Systems of Prostitution Engaged in Revolt (WHISPER). She is also a crisis counselor for Project Offstreets, where she works with homeless adolescents.

She has spoken extensively nation-wide about issues of domestic violence and prostitution as violence against women and youth. In 1993 she conducted 66 educational presentations for youth and the professionals who work with them about the harm of commercial sexual exploitation. As Prevention Director she has produced the first prostitution prevention materials available nation-wide.

Dates and Locations of Workshops: (see attached maps)

ST. PAUL

Earle Brown Center
Wednesday, April 6, 1994
REGISTRATION DEADLINE: March 21, 1994

MOORHEAD

Madison Hotel & Conference Center
Tuesday, April 12, 1994
REGISTRATION DEADLINE: March 28, 1994

ALBERT LEA

Albert Lea Best Western Inn
Wednesday, May 4, 1994
REGISTRATION DEADLINE: April 18, 1994

ST. CLOUD

Radisson Hotel
Tuesday, May 17, 1994
REGISTRATION DEADLINE: May 2, 1994

There is no fee for the workshop. Pre-registration is required.

REGISTRATION FORM IS ATTACHED

NOTE REGISTRATION DEADLINE FOR THE WORKSHOP OF YOUR CHOICE

TRICKS AREN'T FOR KIDS:

JUVENILE PROSTITUTION PREVENTION TRAINING

REGISTRATION

NAME:_____ PHONE:_____

COUNTY OR AGENCY: _____

ADDRESS: _____

_____

CHECK THE WORKSHOP YOU WILL BE ATTENDING:

ST. PAUL: ___ MOORHEAD: ___ ALBERT LEA: ___ ST. CLOUD: ___

*All workshops will begin at 9:15 and end at 3:15. Noon lunch **WILL NOT** be provided.*

If you have any questions, please call Claire Hill at (612) 296-4471.

RETURN REGISTRATION FORM TO:

Claire Hill
Department of Human Services
Adolescent Services
444 Lafayette Road
St. Paul, MN 55155-3832

APRIL 1994

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 612/297-3635

SELF "FREE AT LAST" PROGRAM

"R" is a 20-year old Native American who participated in the "Free At Last" program this past year. When Program Coordinator, Dave Anderson, first interviewed him, "R" had just graduated from high school, was spending his time playing softball, and had no plans for his future. According to Dave, what "R" needed most were decision-making skills and help finding a direction for his life.

Through the "Free At Last" program, youth who have been in foster care (or other substitute care arrangements) participate in 18 weeks of independent living skills training in a peer-group setting, take on wilderness challenge activities, and have the opportunity to develop a relationship with an adult mentor. The skills training focuses on direct involvement of the youth and covers such issue as interpersonal skills, decision-making, self-esteem, budgeting, and educational opportunities.

"R" was also selected as one of 10 Minnesota youth to attend a National Youth Leadership conference in Estes Park, Colorado. He has actively participated in all aspects of the program and states, "I've learned a lot about myself and others. It has helped me in planning for the future and has been fun."

"R" also participated in a vocational evaluation, and identified Chemical Dependency Counseling as his vocational interest. He feels that through this career path he can make a positive contribution to the Indian community.

Since choosing this direction, "R" has taken steps toward achieving his goals. He researched the available post-secondary Counseling programs and has decided to apply for entrance to the renowned Hazelden Training Program this fall. Currently, "R" is working full-time in a construction job to save money for school, reducing the number of educational loans he will need.

We commend "R" for the courage and determination he has displayed in pursuing this new direction.

Arrowhead Economic Opportunity Agency Newsletter, Winter/Spring, 1994.

Announcing

ROSECENTER HAS OPENINGS!

RoseCenter is a transitional Housing Program for women aged 18-24. The goal of the program is to aid young women with little or no family support to make a

successful transition to independent living and self-sufficiency.

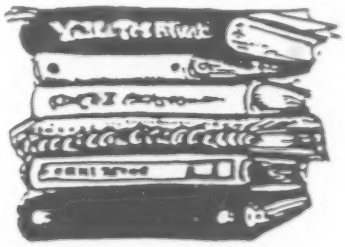
RoseCenter is located in an apartment building on Grand Avenue in St. Paul. There are four furnished two bedroom apartments and an efficiency. Program fees are $135.00/month for a young woman in school and $170.00 a month for someone working full-time. These program fees include everything except personal needs and food.

Women in the program receive a safe, supportive living situation, case management, once a week inservices and individualized attention for their own independently determined goals.

Program expectations are that the young woman be motivated and capable to achieve her own goals, live in the apartment building without drugs, alcohol, smoking or male guests, and provide for her own living and personal expenses.

For further information or an intake interview, please call (612) 690-0625.

RESOURCES



WELLNESS ACTIVITIES FOR YOUTH

Distributed By:
Whole Person Associates
210 West Michigan Street
Duluth, MN 55802-1908
(800) 247-6789
$19.95 plus shipping

Wellness Activities for Youth is a collection of 40 structured activities focusing on physical, mental, and emotional aspects of wellness. The activities are divided into the following eight units:

- Energizers and Warmups
- Self-Concept
- Personal Wellness
- Stress and Coping
- Social Wellness
- Values
- General Wellness Concepts
- Closers

The activities are all action-oriented and easy to introduce in a group setting. They may be organized for a special mini-course on stress management or integrated into an existing life skills training curriculum.

Each activity is presented in an easy-to-read format. The format includes a brief summary, a goal for the activity, time frame, age group appropriateness, materials needed, and step-by-step process notes.

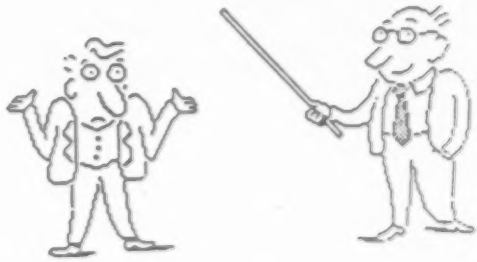
Work sheets are included and may be reproduced in the small, 5 1/2" x 8 1/2" page size of the *Wellness* manual. For an additional $9.95, a complete package of full-size (8 1/2" x 11") photocopy masters of all worksheets and handouts can be purchased. A good resource for life skill group leaders and program developers.

AREA MENTOR NETWORKS-A VALUABLE RESOURCE

In the spring of 1993, a few people managing adult-to-adult mentor programs in the St. Paul area began to meet for professional support. The excitement and energy generated after the 1993 Minnesota Mentor Networking meeting in St. Cloud became the catalyst for the growth and development of what is now known as the **East Metro Mentor Network** (EMMN). EMMN's mail list has grown to 38 persons/agencies, including both adult-to-adult and adult-to-youth mentor programs. The first step has been to identify areas of interest, put these into priority order and determine a focus. Training and sharing of resources have been the main agenda items. Also, continuity of service has been discussed. The group meets all together or breaks into program-specific small groups. Meetings feature a selected program and are generally the second Wednesday of the month, from 2:00-4:00 p.m., at the St. Paul Area Council of Churches. Contact **Pat Argyros**, coordinator, at (612) 646-8805.

The **Northern Arrowhead Area Network's** focus will be networking by sharing ideas between members about their program successes and concerns. Key issues to be discussed are: liability issues, validity of screening techniques, fears about being a mentor, violence prevention, working with specific populations, and identifying the time commitment mentors make to their role as a mentor. The Network will be looking at ways to facilitate accessibility of network services for people who are a distance away from the location of Network meetings. The Network is a co-sponsor of a February conference, with Mesabi Community College, on mentors with Native American youth. Meetings are held the third Thursday of every other month. Contact **Kathy Celley**, coordinator, (800) 662-5711.

The **Minnesota Mentor Network in the Southern Arrowhead** area is meeting quarterly to discuss issues of common concern. Members of the Network have expressed a need to have discussions with people who are facing similar problems. The Network has designed a format for a directory of specific program information, in order to facilitate connection with similar programs. Several members work with young people who might benefit from having mentors. Meeting topics have/will include: starting a mentor program, "Who were your mentors?", and screening volunteers. Contact **Marsha Eisenberg**, coordinator, at (218) 726-4776.



Youth and Volunteer Agencies Alliance (YAVAA) coordinators share their resources and experience in long-term, one-to-one volunteer programs. This network of **Twin Cities** area agencies represents a cross section of public and private nonprofit organizations that serve young people from three to 21 years of age. YAVAA was formed in 1985 to provide mutual support for coordinators in every facet of volunteer program

operation. YAVAA's collaborations develop professional growth training, volunteer training, abuse prevention information, activity resources for children, screening materials, legislative updates, and practical answers for day-to-day concerns. YAVAA meets every other month, rotating agency locations, requires no membership dues, and is directed by member input. Coordinators are invited to work together to help youth. Contact **Dean Larson**, chair of YAVAA, at (612) 348-4749.

The Southwest Mentor Network Steering Committee received a $13,000 grant from the Federal Extension Service/United States Department of Agriculture to work with mentor recruitment, training, pairing, and follow-up in 21 counties in Southwestern Minnesota. The funds, part of a $35,000 grant to the Minnesota Extension Service's Youth Issues Education, assist families suffering from natural weather disasters. The plan is to work intergenerationally, training both mentors and mentees before pairing them. A proposal has been written requesting funds to establish Volunteer Centers in Regions 6E, 6W and 8 in cooperation with the Regional Development Commissions. A mentor/mentee conference will be held this spring. Contact **Marie Lee-Rude**, coordinator, at (507) 537-6159.

One to One, a national mentoring organization, has agreed to bring its experience and resources to the Twin Cities. A nine-month planning process will be conducted to launch a new **Twin Cities One to One** organization that will coordinate and centralize mentoring services. Based on interviews and focus groups involving over 50 individuals, Search Institute's **Twin Cities One to One Feasibility Study Final Report** presented a Twin Cities vision for mentoring that pointed toward increasing the number and types of mentors and increasing the capacity to provide effective and efficient mentoring services to the largest number of young people. The planning process is coordinated by the Minneapolis Youth Trust. Contact **Dave Moen**, facilitator of the Twin Cities One to One planning process, at (612) 370-9185.

JOBS THAT WORK FOR TEENS

Several studies have concluded that work is less positive for adolescents than commonly believed. Teen work often does not help the youth develop skills needed for adult work, is most often performed only with other youths, and does not provide enough meaningful contact with adult mentors. Often the income earned is only used to purchase CDs, movies, designer clothes, fast food, and even alcohol and drugs. In short, many teen jobs are educationally irrelevant and economically unnecessary. As a result, teen work often promotes pseudomaturity rather than real maturity.

In addition, working more than 15-20 hours per week may be associated with lowered grades, enrollment in "easy" courses, and an increased risk of dropping out of high school. Estrangement from

families, inability to participate in extracurricular school activities, higher drug and alcohol use, negative health effects, and a negative attitude toward work are also by-products of too much work and/or bad jobs. Some teens admit to engaging in deviant work behavior, such as calling in sick, stealing, and sabotaging, as a response to the stress of poor working conditions. Sadly, for some teens, "work builds contempt, not character."

Good jobs can lead to good results. A good teen job:

- is less than 15-17 hours per week
- is supportive of homework and good grades
- involves tasks that relate to skills learned in school
- teaches a variety of new skills
- provides job rotation
- allows testing of self and skills in a variety of tasks, with a variety of others
- is related to career interests and allows career progression
- develops skills needed for adult work
- is performed with different age workers
- provides mentors

A good job will help the youth to:

- maintain grades
- enroll in challenging courses
- maintain connection with family
- develop a sense of personal mission
- develop self esteem through positive contributions
- achieve and innovate
- develop maturity through contact with more skilled workers and management
- explore career opportunities
- develop a good attitude toward work

Excerpt from "Jobs That Work for Teens," by Dr. Susan Quattrociocchi.

JUNE 1994

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 612/297-3635

FYI

- Be sure to complete SELF Client Data Forms on each youth served and send them to DHS by August 31, 1994. They are counted and used as a factor in the county allocation formula.

- Planning has begun for the **Annual Youth In Transition Conference**, to be held at **Riverwood Conference Center** on **November 7-8, 1994.**

- A **National Youth Leadership Conference** will be held **September 8-11, 1994, in Chevy Chase, Maryland.** A detailed announcement with application forms will be sent in a SELF SUPPORT newsletter in July. The ten youth and three youth workers selected to attend will have their trip paid for with SELF funds.

- **Introductory Child Welfare Training,** to be held **August 24-25 at the Ramada Inn in Owatonna** and **October 4-5 at the Detroit Lakes Holiday Inn,** will include a workshop on the SELF Program.

TRAINER'S EXCHANGE AT WILDER FOREST

Nine experienced youth workers gathered at Wilder Forent the end of April to enjoy the spring weather and share their expertise. Everyone took turns leading a session, using the other group members as participants.

Session topics included money management, dealing with change, sexuality, cultural differences, dealing with stress and depression, story telling, and personal mask making. In the photo below, group members show off their decorated masks after interpreting what they symbolize.

In addition to demonstrating and discussing challenging training topics and techniques, participants shared on a more personal level, gaining support, encouragement, affirmation, and the assurance that what we do makes a difference.

TRICKS AREN'T FOR KIDS:
Juvenile Prostitution Prevention Training

This workshop was presented by Connie Sponsler, Juvenile Prostitution Prevention Director at Women Hurt In Systems of Prostitution Engaged in Revolt (WHISPER). Four workshops, held in April and May 1994, were designed to help social workers and youth workers talk with teens about prostitution, sex-for-trade, and "stripping." The workshops highlighted practical ways of talking to kids about these issues.

We received excellent feedback about the training sessions. We have included some facts about juvenile prostitution and tips on how to eliminate the problem for those of you who were unable to attend.

FACTS ABOUT JUVENILE PROSTITUTION:

- Average age of entry into prostitution is 14 (Enablers, 1978).
- Juvenile prostitutes come from all social classes (Weisberg, 1985).
- The majority of juveniles in prostitution are white; the second largest racial group is African American (Weisberg, 1985).
- Ninety-six percent of juvenile prostitutes were runaways just prior to prostitution (Silbert, 1980).
- Seventy-two percent of juvenile prostitutes stated they felt they had no other options (Enablers, 1978).
- Twenty to fifty percent of juvenile prostitutes report using drugs all the time and twenty to sixty-seven percent report using drugs while they work (Enablers, 1978).
- Seventy-five percent of juvenile prostitutes describe their home situation as "poor" or "very bad" (Grey, 1971).
- Few have positive feelings for their parents; the male parental relationship is viewed more negatively than the female (Harlan, Rodgers and Slattery, 1981 and Enablers, 1978).
- Ninety percent of juvenile prostitutes have been victims of child sexual abuse, the most common form of which is incest, perpetuated mostly by father figures (Harlan, Rodgers and Slattery, 1981).
- Fifty percent of juvenile prostitutes were sexually abused when they were ten years old or younger, and all instances of abuse occurred by age 14 (Enablers, 1978).
- Sexually abused prostitutes were abused by an average of two persons each: two-thirds by a father figure, one-half by a relative, one-fourth by an acquaintance, and one-tenth by a stranger. The total percentage is more than 100 because of multiple instances of abuse (Silbert, 1980).
- The perpetrator of sexual abuse is most often a member of the child's household (DeFrancis, 1969).
- Some force was used in more than eighty percent of sexual abuse incidents: physical force in one-fourth of cases, and both physical and emotional force in over one-third of the cases (Silbert, 1980).

HelP Wanted

young girls wanted - ages 12-25 with physical attributes.

Job Duties to perform - sexual acts - being penetrated orally, anally, & vaginally w/ penises, fingers, fists, & objects, including but not limited to, bottles, brushes, dildos, guns & / or animals.

Don't worry being bound & gagged, tied w/ ropes & / or chains, burned w/ cigarettes or hung from beams or trees isn't unusual.

Your manager / pimp will be violent, greedy, hateful, noncaring, controlling basta you can't get away from your manager so don't try it.

You have no benefits you get to spend no money on yourself. You spread your legs all day, you don't have to spend money on clothes & you might get bailed out of jail

Job expenses you pay for Cabs, Drugs & your manager.

Job Hazards Aids is so possible. possable body parts missing, scars, missing teeth, assaulted by customers & managers. Possible Kidnapping, gang rape, getting shot, stabbed, lossing hair, starved. Forced into addiction. If any of the above happen its on you. Don't call the police, they can't help.

You will work in cheap motels, apartments cars, parks, basements, Hallways, Alleys, dark places, crack houses, in a bar, upper class hom bathrooms, anywhere possible. Does not matter as long as the job gets done.

APly within the next 48 hours. warning your probly will be kicked out by manager & you will do what he wants.

- Two-thirds of juvenile prostitutes admit being physically beaten by a family member (Enablers, 1978).
- Over half of juvenile prostitutes are beaten regularly or constantly by their pimp (Silbert, 1980).
- Eighty-seven percent of juvenile prostitutes claim that any pimp would beat a prostitute given provocation (Bracey, 1979).
- Ninety-three percent of juvenile prostitutes report being beaten by a trick: 40% once, 25% twice and 28% three or more times (Enablers, 1978).

WHISPER, Juvenile Prostitution Issue, Winter 1993.

WHAT CAN WE DO ABOUT JUVENILE PROSTITUTION?

Connie Sponsler and her colleagues at WHISPER are attempting to educate the public about juvenile prostitution. Through policy change, education, advocacy, and training, they are attempting to combat the exploitation of women and children in our society.

WHISPER has a number of training goals for youth workers and youth.

Youth Workers:

1. To understand that systems of prostitution are exploitive and violent, not "jobs" or "career choices."

2. To increase ability to assess risk factors which make adolescents vulnerable to recruitment into prostitution.

3. To understand the harm/effects of commercial sexual exploitation of juveniles.

4. To learn prevention and intervention information, resources, and techniques

for talking with youth about commercial sexual exploitation.

Youth:

1. To increase their knowledge about the reality and harm of prostitution to their physical, mental and emotional well-being.

2. To recognize recruitment tactics used by pimps and "johns."

3. To challenge students to chose not to participate in the sexually exploitive abuse of others ("strip show," pornography, prostitution, etc.).

4. Provide information about available resources for homeless, runaway, or sexually exploited youth.

You can make a difference. Find out more about juvenile prostitution. The following organizations provide information, support and referrals for youth involved in prostitution:

Male:

Project Offstreets	612-338-3103
Youth and AIDS Project	612-627-6829

Female:

Project Offstreets/teen PRIDE	612-338-3103
PRIDE (24 HOURS)	612-728-2062
WHISPER	612-644-6301

JUNE 1994

SELF SUPPORT

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Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 612/297-3635

Announcing

DESTINATION FUTURE:
A Youth Leadership Development Conference

SEPTEMBER 8-11, 1994

The National Resource Center for Youth Services University of Oklahoma College of Continuing Education is sponsoring a national conference for SELF eligible youth, ages 16-21. The conference will be held September 8-11, 1994 at the National 4-H Center in Chevy Chase, Maryland.

The conference is designed for youth to network with other youth from around the United States, promote leadership development and youth involvement, and empower youth to have a positive impact in their community. The conference will focus on youth sharing experiences in independent living skills training, discussing how to impact the state independent living programs and how to organize youth in their area for effective living skills training.

All interested youth are encouraged to apply by completing the attached application. The Educational Opportunity Fund will be used to pay the expenses of up to ten (10) youth and accompaning adults. The required youth to adult ratio is three to one. Social workers/youth workers/foster parents in public or private agencies serving SELF youth are encouraged to indicate their willingness to accompany the youth they endorse to the national conference.

Those who attend the national conference will be invited to discuss their experience at the SELF Annual Youth in Transition Conference at Riverwood Conference, November 7-8, 1994.

If you have any questions, please call Claire Hill at (612) 296-4471.

APPLICATION DEADLINE IS JULY 20, 1994

DESTINATION FUTURE
Youth Application

Name_____ Age____ Sex M _____ F ____

Address_____

City/State_____ Zip code_____

County_____

Telephone: home:(___)_____ work:(___)_____

Please respond to the following questions. Please use an additional page if needed.

1. What SELF programs or activities have you participated in? Please explain how the programs have impacted your life.

2. Why do you want to attend this conference?

3. Have you had any leadership development training? Please explain.

REFERENCE 3

Name_____

Address_____

City/State/Zipcode_____

County_____

Telephone: work:(____)_____ home:(____)_____

Relationship to applicant_____

Send application to:

Claire Hill, SELF Program Advisor
Department of Human Services
Family & Children's Services Division
444 Lafayette Road
Saint Paul, Minnesota 55155-3832

4. As a representative of Minnesota, what would you be able to contribute to this conference?

_____

_____

_____

_____

_____

_____

_____

_____

5. If chosen to attend the conference, would you be willing to discuss your experience at the Annual SELF Conference on November 7 or 8, 1994?

_____

Please list three adults as references. The adults must be connected with a public or private agency serving SELF eligible youth such as your county worker, SELF group leader, or foster parent. Please have one reference complete the recommendation form.

REFERENCE 1

Name_____

Address_____

City/State/Zipcode_____

County_____

Telephone: work_____ home:_____

Relationship to applicant_____

REFERENCE 2

Name_____

Address_____

City/State/Zipcode_____

County_____

Telephone: work_____ home:_____

Relationship to applicant_____

DESTINATION FUTURE

ADULT RECOMMENDATION OF APPLICANT

Each applicant must have an adult endorsement. Please have an adult who has worked with you on independent living skills complete this form.

Name_____

Address_____

City/State/Zipcode_____

County_____

Telephone: work:( )_____ home:( )_____

Relationship to applicant_____

1. Why would the applicant be a good representative of the Minnesota SELF program at the National Youth Conference Destination Future?

_____

_____

_____

_____

_____

_____

_____

_____

2. What are the leadership qualities of the applicant?

_____

_____

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_____

3. Please comment on the applicant's ability to communicate.

_____

_____

_____

_____

_____

_____

_____

The conference requires a three to one adult to youth ratio. Would you be willing to attend the conference?

_____

Signature:_____

Return recommendation BY JULY 20, 1994, to :

Claire Hill, SELF Program Advisor
Department of Human Services
Family & Children's Services Division
444 Lafayette Road
Saint Paul, Minnesota 55155-3832

JULY 1994

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from Adolescent Services - Minnesota Department of Human Services
Human Services Building, 444 lafayette Road, St. Paul, Minnesota 55155-3832 612/296-7635

DATE SAVER

The annual Youth In Transition Conference will be held November 7-8, 1994, at Riverwood Conference Center. Detailed information and registration forms will be available in September.

DON'T FORGET!

Client data forms completed on eligible youth served with SELF funds must be submitted no later than August 31st! We count these forms and use this count as a part of the county allocation formula for SELF funds.

Please mail the forms to:

Paul Wiener
MN Dept. of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832

GRANTS AWARDED FOR SUMMER 1994 AMERICAN INDIAN YOUTH PROJECTS

Community elders will be invited by the Minneapolis Youth Diversion Program, Minneapolis, to speak at weekly meetings for American Indian Youth which will be educational, informational, and motivational in purpose. Youth may contact the elders as they grow into adulthood for help or advice. A monthly sweat lodge and celebration feast will be provided as a means for youth to discover their spiritual, physical and mental self, and to celebrate and recognize the accomplishments of other program participants. Up to 15 youth will also attend the "Anishinabe Way Youth Conference" on alcohol and drug prevention in June. Others will attend Pow-wows in August and September.

Pathways, Bemidji, will work with American Indian Youth as they build (and paddle) their own canoes. Ten youth will spend 6 days constructing a canoe and 4 days on a canoe trip. Program elements include group sessions each morning and evening to process activities, accomplishments and conflicts of the day. Evening group also includes activities such as traditional songs and drum. A second group of 10 youth will construct canoe paddles and participate in a canoe trip at Minne-Wa-Kan on Leech Lake. Tribal members from Red Lake will discuss culture and tradition during group sessions. We hope to see some slides of the canoes and

paddles at our conference again this year!

The White Earth Reservation Tribal Council will conduct a series of workshops for youth that will address topics such as: living within a limited budget, cultural identity, traditional parenting, teen parenting and "How to Live an Alcohol and Drug Free Life". Some of the youth will attend the 9th Annual Minnesota Indian Family Awareness Conference in Nisswa in early September. Each youth will be assigned a positive adult role model who is employed in a field the youth is interested in pursuing. White Earth will also continue to build a resource library of materials that address independent living skills for youth.

The Anishinabe Opportunities Industrialization Center will conduct a summer youth program for American Indian Youth on the Mille Lacs Reservation in conjunction with the Minnesota Department of Natural Resources and the Youth Conservation Corps. The program combines work experience, education and independent living skills for youth as they make the transition to adulthood. This year, participating youth will design a nature trail that will connect an elementary school, a high school and the casino. In years to come, many school children and visitors to the Mille Lacs Reservation will enjoy the nature trail designed this summer. Youth will learn to identify plant and animal species, handle and care for tools and plan for the impact of the nature trail on the land and inhabitants.

In Minneapolis, The City, Inc., will conduct a culturally specific program for American Indian urban adolescents. In conjunction with Oshkibug (New Leaf) chemical dependency prevention program, youth will participate in traditional healing ceremonies and pow-wows and receive instruction on cultural traditions. Participating youth will attend four pow-wows this summer; joining the dance and drum festivities, camping out with their community and assisting with clean-up of the camp and dance grounds. Sweat lodge ceremonies will take place at Wilder Forest and a healing ceremony will be attended at Pipestone. An additional healing ceremony will take place in Fort Frances, Ontario. This second special ceremony will be conducted by an Ojibwa elder. The early healing experience emerges from the Dakota tribal world view and will be led by an elder from South Dakota.

This year Fond du Lac, Cloquet, will again provide summer employment at the Reservation in health and human services. An American Indian adult will lead and supervise youth in a variety of work experiences. Opportunities include services in the elderly complex and the Objibway School. Each youth will be assigned to an adult mentor throughout their employment experience. Youth will receive $5 an hour for up to 120 hours. Educational components such as GED preparation, tutoring and tuition for youth leadership classes have been added to plans for participating adolescents. Youth will also have an opportunity to attend Fond du Lac Family Camp and/or Youth Camp, and/or the Indian Family Awareness Conference.

Upper Midwest American Indian Center in Minneapolis will offer an American Indian Life Skills Program to a minimum of 15 youth this summer. Classes will be taught 10 hours each week by an American Indian Culture Consultant and a Life Skills Consultant that will address a wide range of topics. Students will produce a video they have planned and directed. Hopefully, we will have a chance to view their work at the annual SELF Conference! Field trips include a trip to a post-secondary school, campouts and participation at pow-wows, and a Family Conference. Participants from the UMAIC elder program will teach traditional skills such as beading and regalia making to students. They will have an opportunity to proudly display their regalia to the community at the summer pow-wows.

The Evergreen House, Bemidji, will conduct an mentoring project that will partner community American Indian adults with youth to learn traditional culture and teachings. A Teaching Lodge (wigwam) will be constructed on the grounds of Evergreen that will be used for lessons and ceremonies. Parental participation will be encouraged and parents will be informed of all activities provided by the cultural mentors. Evergreen staff will be encouraged to attend teaching sessions to enhance their knowledge of American Indican culture and traditions. Mentors will meet with agency counselors and case managers regularly to assist them in understanding how to more effectively work with American Indian youth. We hope to see some photographs of the Teaching Lodge at our annual SELF Conference!

RESILIENCY AND RISK IN COMMUNITIES OF COLOR

There is a lot of excitement about the search for ingredients that strengthen resiliency in youth - the capacity to thrive, be emotionally healthy and avoid destructive behavior in spite of very difficult circumstances. Understanding resiliency has special importance for adolescents of color, who often grow up not only in poverty but also with messages from the larger culture that tear away at confidence and self-worth.

The Urban Coalition, working with the University of Minnesota's Adolescent Health Program, has joined the search. Our study focuses on three outcome variables representing feelings and behavior: emotional stress, suicide risk, and delinquency. Using survey data on 7th-12th grade students from Minneapolis and St. Paul, we tried to identify the small number of factors and life experiences that uniquely and significantly influenced each of the outcome variables. The analysis was done separately for African American, American Indian, Asian, Chicano/Latino and white youth.

The study found, for example, that four factors significantly influenced emotional stress in all five racial/ethnic groups. Adolescents who said that they were bored ("nothing interesting to do"), who had negative feelings about their bodies, and who were worried about violence had much higher levels of emotional stress. On the other hand, strong family connectedness reduced emotional stress. Young people who said they had lots of fun with their

families and who felt that their families cared about and understood them reported much less emotional stress.

Only two factors significantly influenced suicide risk in all five racial/ethnic groups. Persons with high emotional stress and with recent serious mental health/emotional problems in their families appeared to be at greater risk of suicide. In some groups, but not all, suicide risk was also greater among adolescents who had experienced physical abuse, who had certain physical health problems, and who expressed an unwillingness to seek help from anyone about emotional or relationship concerns. On the other hand, in the American Indian and Chicano/Latino communities, those who considered themselves to be a religious or spiritual person were much less likely to report suicidal thoughts or attempts.

In general, many of the factors identified as having an impact on the outcome variables are linked to **personal relationships and to the adolescent's sense of belonging**. This suggests to us that two paths of activism must come together to bring about real improvements in the health and well-being of adolescents. The structural issues - such as creating good jobs, health insurance, education, job training, tax reform and more - must move ahead. But they must be joined by programs and policies that address this **fundamental need for caring and belonging**, as well as other risk and protective factors discussed in the study.
- by Pete Rode, Research Director, The Urban Coalition. Reprinted form Consortium Connections, Volume 3, Number 2, Spring 1994

The full report, "resiliency and Risk Among Young People of Color," is available by calling the Urban Coalition at 612/348-8550 or by writing to 2610 University Avenue West, Suite 201, St. Paul, MN 55114. The Coalition is a research and public policy advocacy organization working with low-income people and communities of color.

ATTENTION MENTOR PROGRAMS

The first edition of the **Minnesota Mentor Network Directory** was printed during the month of June. You can request a copy of the directory by calling 612/296-4738 or 1/800/234-6687.

Kathy Celley, **Northern Arrowhead Mentor Network**, reports that a mini-conference on mentoring in her area of the state will be held on August 10. Additional details are forthcoming. For more information, contact Kathy Celley at 1/800/662-5711, ext. 226.

Send information of interest to other mentor program leaders to the Minnesota Mentor Network, Minnesota Office on Volunteer Services, 117 University Avenue, St. Paul, MN 55155.

SEPTEMBER 1994

SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (612) 296-7635

STATEWIDE SELF CONFERENCE

YOUTH IN TRANSITION

For Professional working with Youth 16 to 21, who are:
Aging out of Substitute Care
Homeless and Runaway
Teen Parents

NOVEMBER 7-8, 1994
Riverwood Conference Center
Monticello, Minnesota

Social workers, probation officers, private youth service agency staff, foster parents, Rule 5 & 8 faciiity staff, and all others who work with older adolescents are invited to attend the conference. Counties may use the conference as a vehicle for planning their 1995 SELF program. A wide variety of workshops and presentations will address youth who must prepare for independent living -- teen parents, homeless youth, and youth are aging out of substitute care.

Participants at the YOUTH IN TRANSITION CONFERENCE can expect to:

- Develop hands-on, practical skills
- More effectively serve a racially and culturally diverse youth population
- Learn to make efficient use of available resources
- Understand the roles of agencies and communities in providing a continuum of services
- Provide helpful feedback to DHS
- Network with other workers engaged in common goals

CONFERENCE TIME/DATE

The conference will begin at 9:30 A.M., Monday, November 7 and end at noon Tuesday, November 8. Plan to register between 8:30 and 9:30 A.M. Pre-conference housing and breakfast can be arranged if needed. (See attached registration form).

RESERVATIONS

MAKE YOUR RESERVATIONS NOW!!! Riverwood is a beautiful and relaxing retreat center. Space is limited to 125 persons. Reservations will be accepted on a first-come, first-served basis. Do not register for a room or meals unless you plan to use them.

RESERVATIONS WILL NOT BE ACCEPTED WITHOUT A CHECK MADE OUT TO RIVERWOOD CONFERENCE CENTER. COUNTY VOUCHERS WILL NOT BE ACCEPTED.

The $60.00 conference fee may be taken from your county's SELF allocation. This fee covers registration, room and meals. All rooms will be double occupancy. You will be assigned a roommate unless you request one on the registration form.

If you plan to attend for only one day, registration is still $60.00.

Your registration will be confirmed by a letter from SELF staff. **WE MUST BE NOTIFIED IF A RESERVATION NEEDS TO BE CANCELED.**

Please dress casually and bring warm clothing for outdoor activities, and swimwear for the pool, hot tub, and sauna.

CONTINUING EDUCATION CREDITS

The Minnesota Department of Human Services, Children's Services Division has approved conference activities for continuing education in child protection. Participants will receive a certificate of attendance for use in reporting to professional organizations.

** CONFERENCE REGISTRATION FROM ON BACK PAGE **

YOUTH IN TRANSITION
CONFERENCE HIGHLIGHTS

MONDAY, NOVEMBER 7

9:00 A.M. REGISTRATION

9:30 A.M. WELCOME - ANNE DAMON, Assistant Commissioner
Children's Initiative
Minnesota Department of Human Services

9:45 A.M. SPEAKER - Larry Martin, Professor of Social Work,
University of Wisconsin, Superior, WI

10:15 A.M. YOUTH PRESENTATION - "DESTINATION FUTURE"
Minnesota youth share ideas and recommendations from the National Youth Leadership Development Conference, Chevy Chase, Maryland, September 8-11, 1994.

12:00 P.M. LUNCH

1:00 P.M. 1ST SECTION OF WORKSHOPS

Community Building Through the Arts -
- Charles Numrich, Creative Theatre Unlimited
  St. Paul, MN

Pregnancy Prevention Programs with Promise -
- Donna Fishman, MN State Planning Agency

Minnesota Youth in Care: Voices of Wisdom -
- Michelle Chalmers, Wilder Foundation
- Becky Timmerman, Ramsey County
- Minnesota Youth

Introduction to the SELF Program -
- Claire Hill, SELF Program Advisor,
  MN Department of Human Services

2:30 P.M. BREAK

3:00 P.M. 2ND SECTION OF WORKSHOPS

The Arts and Conflict Resolution -
- ♦ Charles Numrich, Creative Theatre Unlimited, St. Paul, MN

Responding Effectively to Gay and Lesbian Youth -
- ♦ Nancy Edwards, Licensed Psychologist, University of MN

Innovative Programming for Indian Youth -
- ♦ American Indian Grantee Programs

Working with Angry, Defiant, Disruptive Youth -
- ♦ Dave Anderson, Free At Last Program, Arrowhead Economic Opportunity Agency, Cloquet, MN
- ♦ Robert Smith, Legacy Shelter, Minneapolis

4:30 P.M. FREE TIME

6:00 P.M. DINNER

7:15 P.M. Youth Performance - "It's Up To You"

TUESDAY, NOVEMBER 8

8:00 A.M. BREAKFAST

8:45 A.M. 3RD SECTION OF WORKSHOPS

Foster Parents as Living Skills Trainers -
- ♦ Social Worker, Professional Association of Treatment Homes (PATH), St. Paul, MN
- ♦ PATH Foster Parent

Tricks Aren't For Kids - Preventing Commercial Exploitation of Teens -
- ♦ Connie Sponsler, WHISPER, St. Paul, MN

How and Why to Teach Tolerance in a Culturally Diverse Society -
- ♦ Oliver Williams, Ph.D., University of MN
- ♦ Nancy Edwards, Licensed Psychologist, University of MN

Independent Living Skills: One-To-One -
- ♦ Karen Trondson, Project SOLO, Minneapolis
- ♦ Trent Fluegel, Rochester Area Y LINK Program
- ♦ Olmsted County Youth Mentor

10:00 A.M. BREAK

10:30 A.M. 4TH SECTION OF WORKSHOPS

Healthy Boundaries for Youth Workers -
- Rick Loseth, Lutheran Social Services, Willmar, MN

Celebrating the Transitions in Adolescents' Lives -
- Freddy Davis, MN Department of Corrections

Group Work Dynamics -
- Pam Russ, Hennepin County Social Worker
- Martha Casiles, Hennepin County Social Worker

Johnny Can't Read - How Can I Help? -
- Presenter to be Arranged

Talking to Kids About Safe Sex -
- Kevin Cwayna, Physician, Author, Youth Worker

12:00 Noon LUNCH
END OF CONFERENCE

A Unique Conference Center

Travel to Riverwood is easy

From Minneapolis and St. Paul

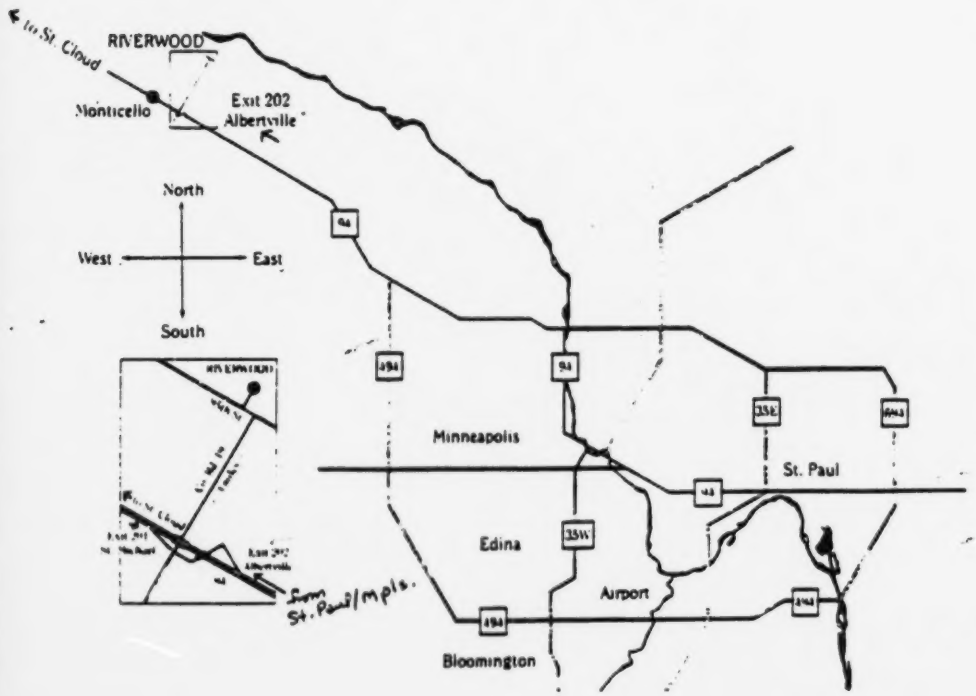
Take I-94 West to the Albertville exit #202. At the exit stop sign, turn left and pass over I-94. Follow the frontage road. At stop sign, turn right onto County Road 19. Follow County Road 19 for 3 miles. At stop sign, turn left onto 95th Street Northeast. Riverwood is immediately on your right.

From St. Cloud

Take I-94 East to the Albertville / St. Michael exit #201. At the exit stop sign, turn left onto County Road 19 and pass under I-94. Follow County Road 19 for 3 miles. At stop sign, turn left onto 95th Street Northeast. Riverwood is immediately on your right.

Travel time to Riverwood is short!

From downtown Minneapolis, via I-94	40 minutes
From downtown St. Paul, via I-94	50 minutes
From St. Cloud, via Hwy 10 or I-94	40 minutes
From Twin Cities International Airport, via 494 and I-94	55 minutes
Limousine and taxi service available	
From Bloomington via 494 and I-94	45 minutes



REGISTRATION FOR YOUTH IN TRANSITION CONFERENCE
RIVERWOOD CONFERENCE CENTER -- NOVEMBER 7-8, 1994

Name:_____ Phone:_____ Sex: M____ F____

Agency/County:_____ Position:_____

Address: _____

_____

PLEASE CHECK BASED ON YOUR PLANS:

PRE-CONFERENCE HOUSING: Sunday, November 6
and BREAKFAST Monday, A.M. ☐
** ADD $40.00 per person to Conference Fee $_____

CONFERENCE HOUSING AND MEALS: *Check ONLY those things you will use. This will eliminate unnecessary expense for unused meals and beds.*

Monday, November 7 ☐ Lunch ☐ Dinner ☐ Bed

Tuesday, November 8 ☐ Breakfast ☐ Lunch ☐ or Box Lunch

Conference Fee is $60 per person (for one or both days) $_____

Checks Payable to Riverwood Conference Center TOTAL $_____

All rooms are double occupancy. We will assign roommates unless you request one: _____.

Return this form, and conference fee, no later than October 25, 1994 to:

Claire Hill
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, Minnesota 55155-3832
Phone: (612) 296-4471